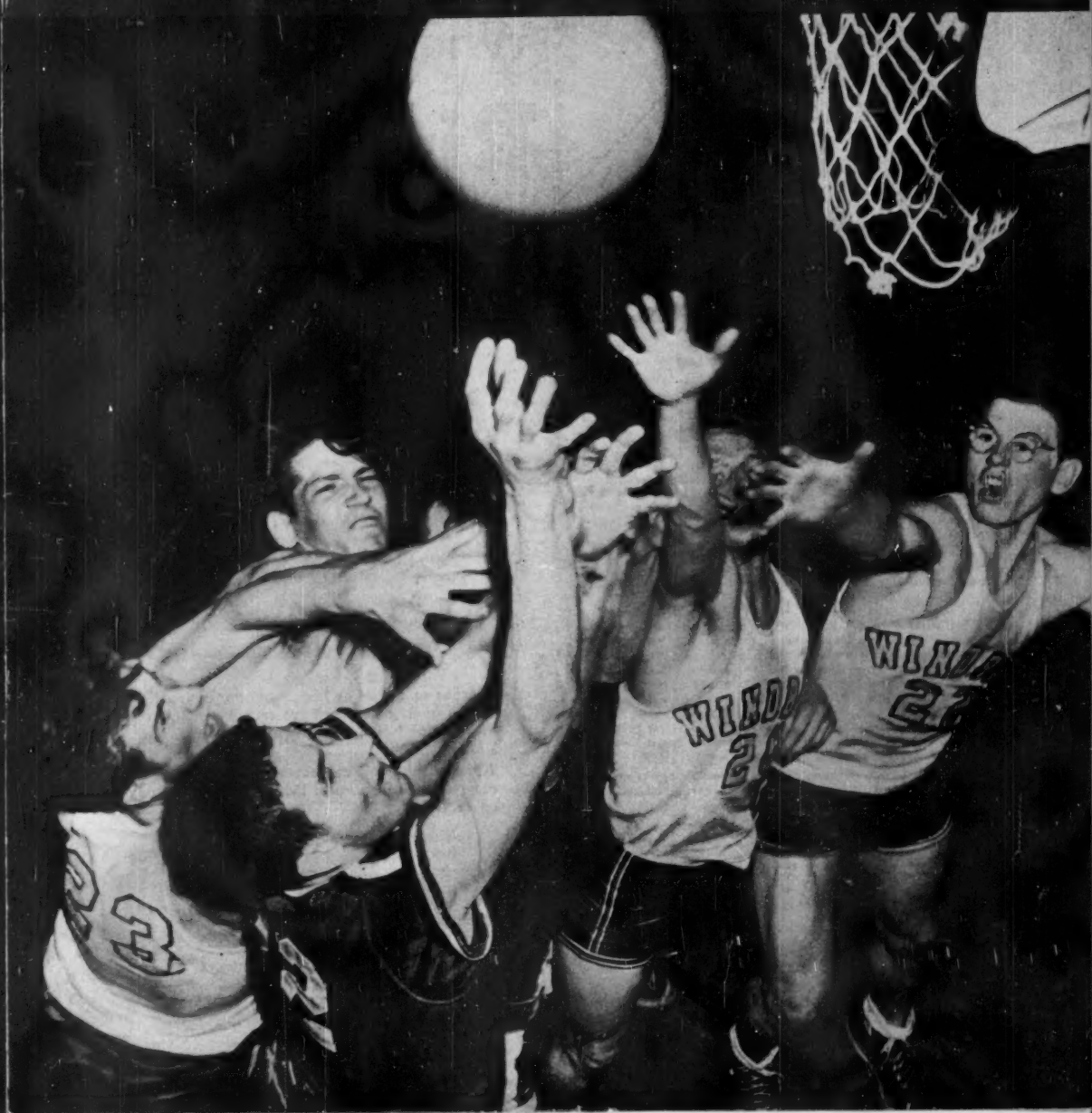


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Diagram Showing
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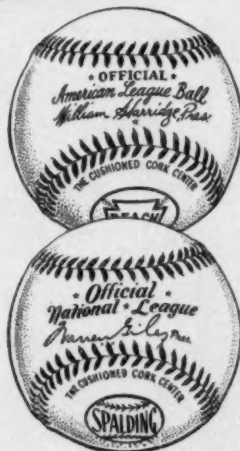
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VOLUME 22 • NUMBER 4 • DECEMBER

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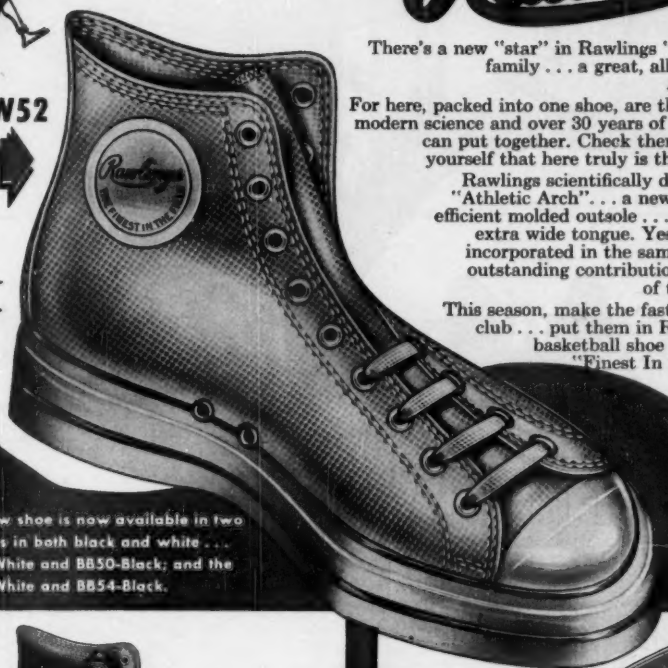
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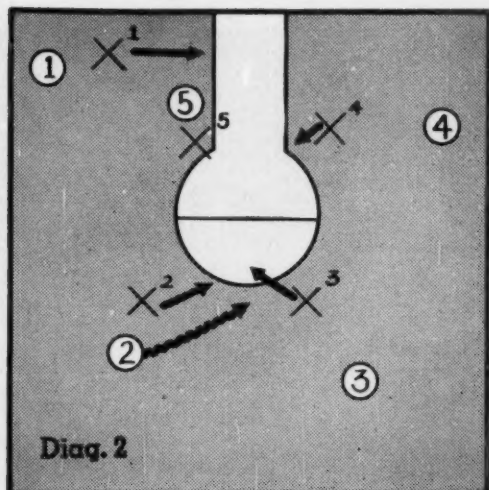
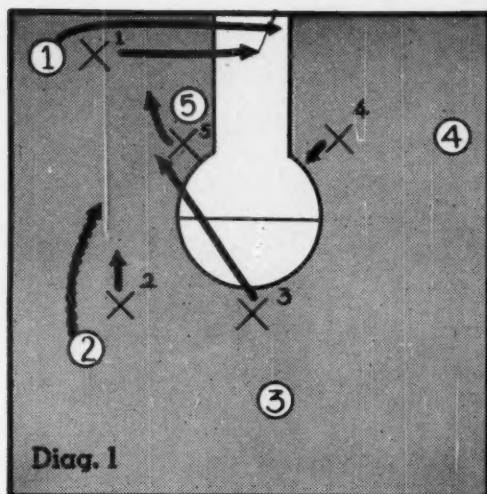
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Sloughing Team Defense

By LOU ROSSINI, Head Coach, Columbia University



WHILE teaching the mechanics of individual defense (covered in my article last month), the coach must always keep his over-all pattern in mind. Individual and team defense must be closely coordinated, so that every player is always conscious of a dual responsibility: He must keep his own man from scoring and he must also offer maximum assistance to his teammates.

One of the best ways of assuring this cooperative team effort is with a sloughing, or collapsing, defense. A truly team proposition, as much so as the zone, it offers a highly effective means of both protecting the basket and disturbing the outside shooters.

One of the cardinal rules in this sloughing pattern is to encourage and force the ball-handler toward the middle rather than the outside. I find that he can be handled more easily this way—that it permits the defense to help each other out with maximum ease and efficiency.

I also find that this practice takes a lot of onus off the man guarding the pivot. He'll seldom be called upon to switch, which is a good thing since this is the most dangerous

switch in the game. First, because the pivot man is so close to the basket; and, second, because a switch usually puts too small a man on him.

Diag. 1 gives you an idea of why we don't like to force the ball-handler to the outside. It depicts a common type of offensive situation in which an attacker (No. 2) has just got a step on his man and is dribble-driving down the outside. While 2 is coming through free, teammate 1 will usually stand still or move behind 2 for a pass and set shot.

This simplifies the defensive problem. X-1 can slough off, stop 2's drive, and recover on his man (1). If 2 stops and passes back to 1 for a shot, then X-1 and X-2 go into their two-on-two defense.

However, if 1 clears the area (as shown in the diagram), 2 can continue toward the basket unmolested—unless the defensive pivot man (X-5) does something about it.

X-5's position is very important, as he is the only man who can make the necessary switch. His maneuvering in front or back of the pivot will depend on 5's distance from the basket.

If 5 sets up 15 or more feet from the hoop, X-5 should drop between

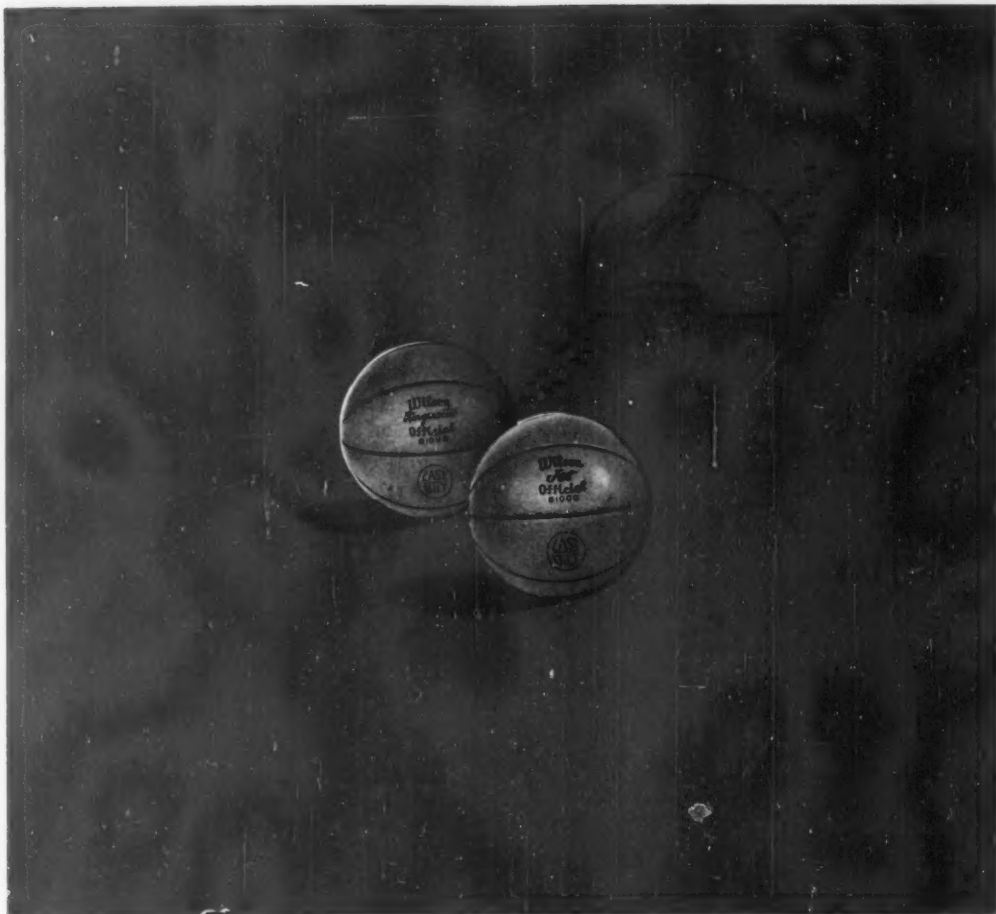
the man and the basket. If the pivot sets up from nine to 15 feet out, he assumes a side position; and if the pivot sets up less than nine feet out, X-5 must play in front of him. These figures vary slightly according to the pivot's strong points.

When X-5 switches, X-3 becomes responsible for any pass back to 5, while X-4 temporarily takes two men, 4 and 3, until return switches can be effected. X-3 must fall back to an extreme position, as any pass from 2 to 5 which eludes his hands can result in a basket or a fouling situation.

This, in short, is the defensive answer to an outside driver who develops free position on the sideline. It involves the defensive pivot man switching, which is dangerous, as well as a small man switching to a bigger man in extreme position. This is one of the big reasons we don't want to force the ball-handler to the outside.

Now let's see what happens when the driver is forced down the middle. Refer to **Diag. 2**. X-3, an alert, well-schooled slougher, quickly attacks the dribbler. If 2 is just a quarter to a half-step free, X-3 need

(Continued on page 40)



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A CHEERY CHRISTMAS

TO ALL

FROM SCHOLASTIC COACH

To the TV committee, with love

IN bidding adieu to the grid season, we'd like to doff our earlaps to the men who turned in the neatest piece of ball-handling of the year. We refer to the television committee of the NCAA.

Handed that hot potato known as "restricted TV," they juggled it with admirable delicacy and efficiency. While preventing TV from hurting the box office, the committee supplied the public with an exciting series of telecasts and distributed the largesse thus gleaned with malice toward none and charity for all.

Mind you, we're not claiming that the TV problem is solved. That's going to take years of intensive study and experimentation. TV is still in its infancy, and its long-range effect on sports is still a matter of conjecture.

We happen to think that TV will eventually become as acceptable and commonplace as radio; that once the novelty wears off, people will resume going to games in greater numbers than ever.

But that's looking into the future. Right now, the medium must be

carefully controlled. Without control, it can spell m-u-r-d-e-r to too many of the nation's high schools and colleges.

Pipe six or seven big college games into everybody's parlor and how are you going to roust the football fans out of their houses, much less get 'em to go out and shiver through a local high school or small college game?

Sure, TV revenue can take up all or most of the slack for diminishing crowds, but only for the handful of colleges who could sell the TV rights to their games.

These colleges could televise their games and still attract huge audiences. The restricted program is costing them up to \$200,000 in extra revenue. That's beaucoup dough. But while they'd be making it, hundreds of smaller schools both in the area and throughout the nation would be losing at least an equivalent sum.

Before throwing bricks at restricted TV, its opponents might consider this fact: In a year which saw dwindling gates in baseball, box-

ing, basketball, and hockey, football (both college and pro) showed a distinct increase—thanks to controlled TV.

The anti-control people might also consider how TV (and, to a lesser extent, radio) is slowly throttling minor league baseball. People living in towns within range of big league telecasts and broadcasts are no longer supporting their local minor league clubs.

Faced with a choice of taking in a televised (or radioed) big league game or going to a local game, they've been exhibiting a heavy tendency to stay home and get the best over TV and radio.

The same thing could happen in football. As we said before: Five a half-dozen big college games into everybody's parlor and the odds are that the average football fan will stay home.

With all its shortcomings, the NCAA's restricted TV program stands as a model of democracy in action. In short, it's doing the best by the most while still respecting the rights of the minority.



Individual Offensive Stunts

By **FORREST (FORDDY) ANDERSON**

Head Basketball Coach, Bradley University

MANY basketball players, especially inexperienced youngsters, waste a lot of time and energy in maneuvering for a shot.

Some fake too much with the ball instead of the body. Others use the wrong type of fake for the situation. And still others try to fake out opponents who aren't close enough to respond properly.

From contact with experienced players and coaches, we've picked up many short cuts that should help get the job done quicker and easier. We're passing them along with the hope they prove useful to the coaches charged with the tremendous job of laying the groundwork among grade and high school youngsters.

Our basic philosophy on individual offense is primarily this: We want the boy to get a good sound shot as quickly and effortlessly as possible. If a boy possesses some special ability—like an unorthodox delivery on a shot—we'll encourage him to exploit it so long as he gets the job done "quick and easy."

But we always make sure that:

1. No individual is monopolizing the ball while the other four players are waiting to get into the act.

2. There's a sensible rebounding pattern so that if the boy misses his shot there's a reasonable chance to recover the ball for another try.

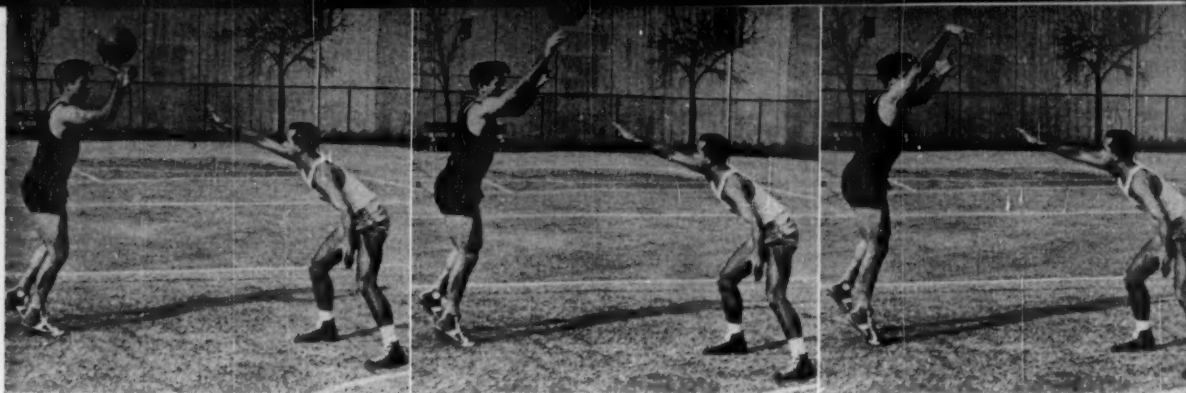
3. Scoring is just like friendship. If it's to be of any value, it must be shared by others. A five-man

scoring threat is much more effective in the long run than a one-man scoring machine. Remember, any good team can always stop one man.

The following stunts represent a good basic "arsenal" for the individual player. Though arranged in logical progression, they don't necessarily have to be executed in order—that is, No. 1 doesn't have to be executed first, then No. 2, then No. 3, etc. The position and the particular characteristics of the defensive man will determine the specific maneuver to employ.

Since dribbling plays a conspicuous role in the execution of these stunts, it might be advisable at this point to state our feeling about





▲ SET SHOT

Keeping the right foot forward, the shooter delivers the ball with a whip action of the hand, the weight flowing forward. The knees and right elbow extend simultaneously and the wrist curls over nicely in the follow through.

it. Dribbling is like candy. Some of it is very good for you, but too much of it makes you sick.

In these individual stunts, we feel that with proper footwork and fakes, especially with the shoulders, head, and eyes, you can get your defensive man off-balance before taking the first bounce. Then with long steps, with the ball placed well out in front of you, the dribble can provide the effective means of getting in for the shot.

The Shot: This might sound elementary, but it's an essential part of the individual repertoire. The success of the stunts depends in great part upon good set-shooting ability.

If the guard is afraid of the offensive man's fakes and feints and hence gives him plenty of room, the attacker must be able to "hit" on medium long shots. This will force the guard to come up on him, setting him up for the individual tricks.

If the attacker can't shoot, the guard will play him loosely—rendering most of the player's weapons null and void.

As you may note in the illustrations, we employ the one-hand set shot. In the case of the right-hander, we feel that the right foot should be advanced with most of the weight resting on it.

This basic shooting stance blends nicely with the ensuing stunts, inasmuch as the player nearly always uses his left foot as the pivot foot and his right as the driving foot.

In preparing for the shot, the left hand is placed directly under the ball and the right hand (with fingers spread evenly) slightly behind and above the center of the ball.

The ball is held at chin level, with the elbows comfortably in and the eyes sighting directly over the ball at the target—the front rim.

The player now flexes his knees slightly and shifts the weight of the ball over to the right hand. He then hops off the front foot toward the basket, the knees and right elbow extending simultaneously. The left hand is kept high while the left foot comes off the floor naturally.

The ball is released with a whip action of the hand and a break of the wrist, imparting "reverse eng-

lish" to the ball. The player alights on both feet ready to move either way quickly and easily.

Fake Shot and Drive: The player poises for a set shot in the manner prescribed above. He then fakes the delivery with an eye fake and slight shoulder lift. At the same time, he bends his knees slightly, but doesn't bring the ball up in front.

As the opponent moves toward him or comes up on his toes, he'll usually bring one of his hands up and shift his weight forward. The offensive man then takes a long stride with his front (right) foot, placing the ball well out in front while driving by the guard.

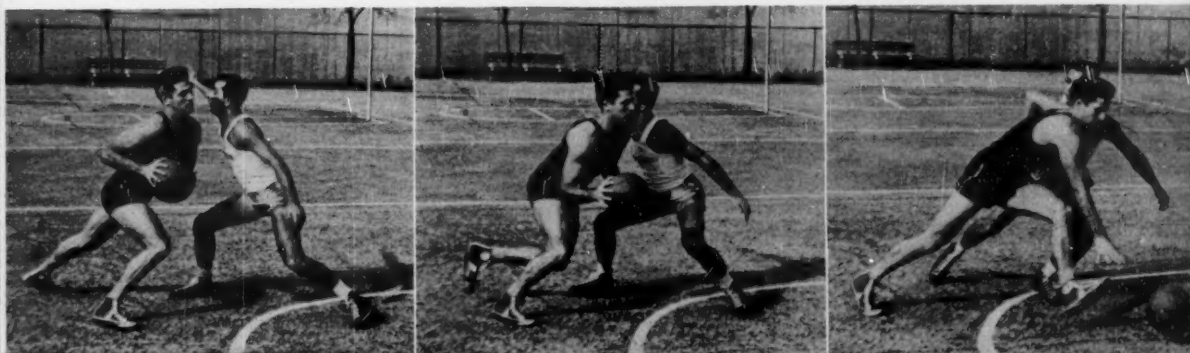
On the fake, it's important to keep the ball protected and in position for the dribble.

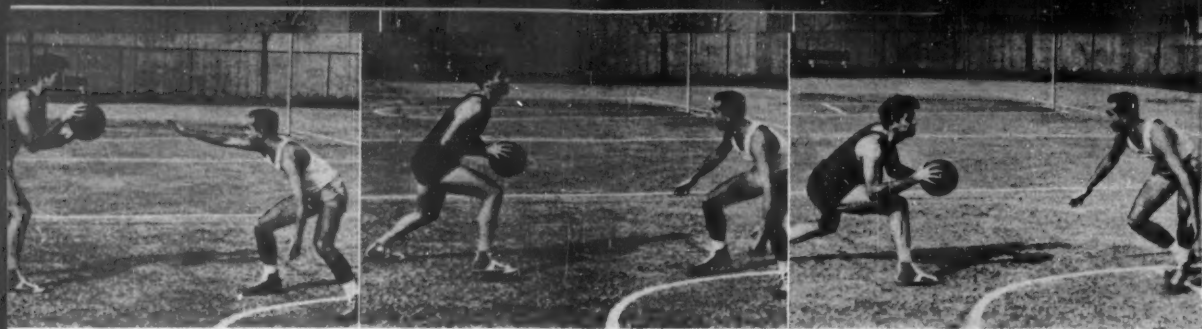
Fake Drive and Shot: This is where the one-handed shot is most effective. The offensive man fakes a drive by placing his front (right) foot way out with his weight over it. The guard will quickly fall back, dropping his hands to keep on balance.

(Concluded on page 18)

▼ FAKE SHOT

After poising for a set, the attacker fakes the delivery with an eye feint and slight shoulder lift. As the guard comes up on his toes, the attacker drives by him (keeping low) with a long stride with his front (right) leg.





▲ FAKE DRIVE

The attacker fakes fully with his front foot, forcing his guard to drop his hands and retreat a step in order to protect against a drive. The attacker



▲ DOUBLE FAKE

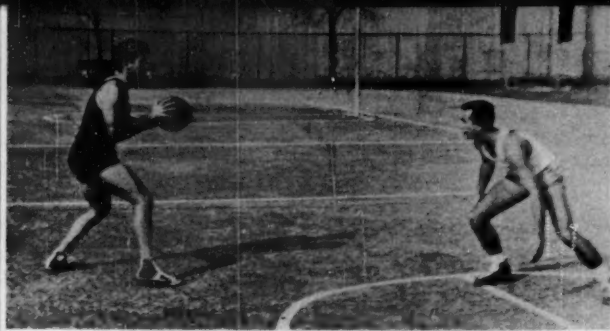
As before, the attacker fakes a drive with a deep step. The guard drops his hands and shifts slightly back. The attacker then moves his front foot a bit



▲ CHANGE DIRECTION

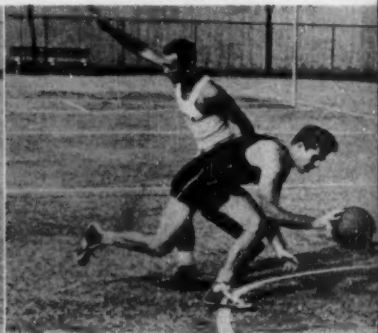
After faking deeply, as before, the attacker pivots on the balls of his feet, turns his body, and drives with the faking foot—but in the opposite direction.





then comes up to position and shoots a one-hander. Players with good, quick one-handed set shots can make particularly good use of this stunt. Any sort

of feint will produce some recoiling action on the guard's part. Even if just a backward weight shift, it'll give the attacker room to take his one hander.



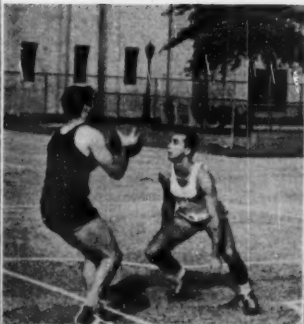
back and poises for a set, adding to the illusion with a slight knee dip and eye fake. This convinces the guard and he raises his hand and comes up

on his toes. Soon as he does this, the attacker lowers his body and drives off his front foot, placing the ball well out ahead and dribbling in to the goal.

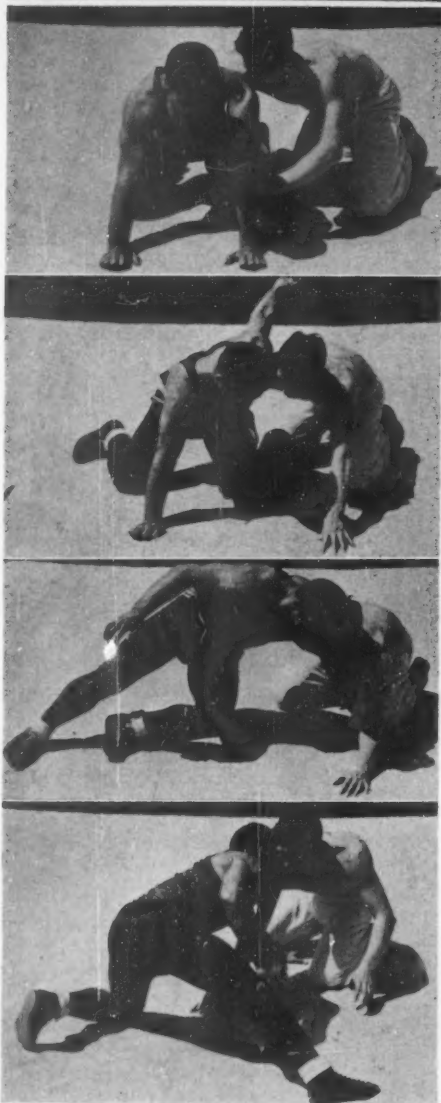


▼ JUMP SHOT

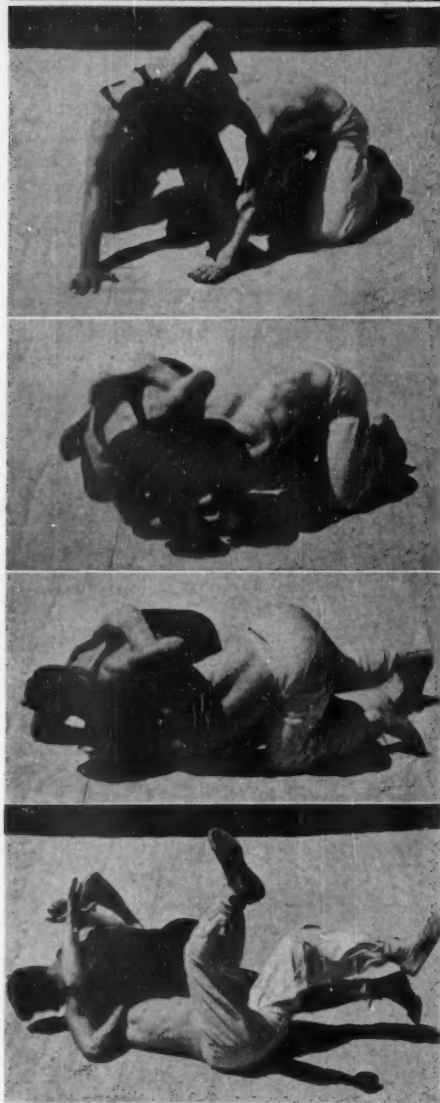
Whenever the guard recovers on a drive, the dribbler can come to a running stride stop, jump straight up, and take either a one-handed or two-handed set shot.



WHIZZER AND SIT OUT



WHIZZER AND FAR ARM



PART 3, ESCAPES AND REVERSALS

Wrestling Illustrated

By A. G. SIDAR, Jr.

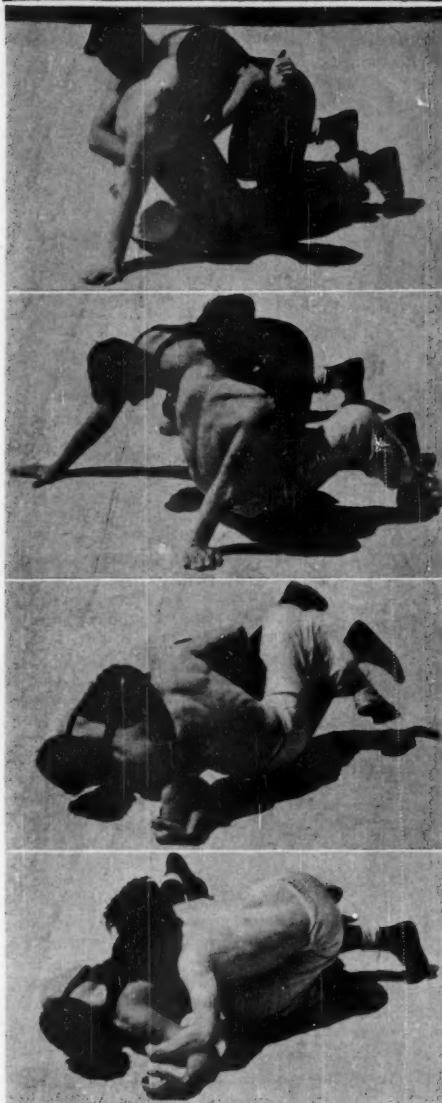
Asst. Wrestling Coach, Rutgers University

IN teaching escapes and reversals to gym classes, we attempt to standardize the moves in order to present them in the simplest manner possible. This phase of the sport is probably the most complex to teach because of the many individual variations in execution. In fact, there are almost as many successful variations of each escape as there are good wrestlers.

It's important to remember, however, that all these variations are added to the sound basic structure of the stunt—that without a solid foundation the personal trimmings

SCHOLASTIC COACH

DROP AND DRAG



will avail the wrestler nothing.

Whizzer and Sit-Out Escape (see page 12): From referee's position, throw left arm over opponent's head with a windmill-like motion and hook it over arm which is around your body. Now step forward and out with right foot. Then swing left foot forward to momentarily attain a sitting position, meanwhile exerting downward pressure with whizzer. From here, turn and come to knees to face man in neutral position.

By the numbers:

1. Free left arm and hook over opponent's arm.

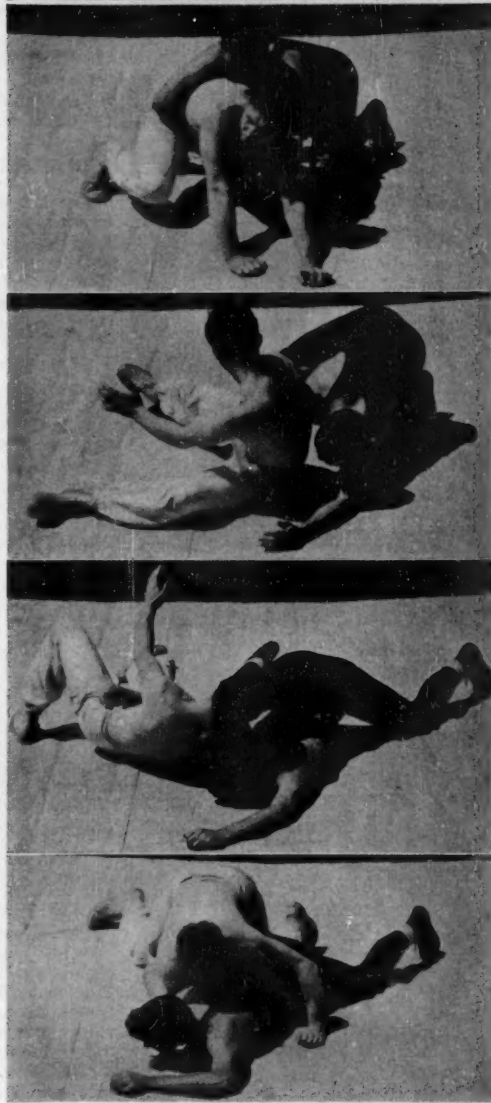
2. Step forward and sit out with right foot.

3. Swing left leg forward and turn to face opponent.

The whizzer, overhook, or windmill as it is called in various sections of the country has been highly developed since the war. Although used most effectively as a counter for take-downs, it's also effective as an escape and reversal. Offensively, the fireman's carry pictured in the first article of this series falls in the whizzer category.

Whizzer and Far-Arm Reversal (see page 12): From whizzer posi-

SWITCH REVERSAL



tion, reach across with free arm and secure opponent's far arm above elbow. Pull arm in sharply, driving man onto back in near fall position.

By the numbers:

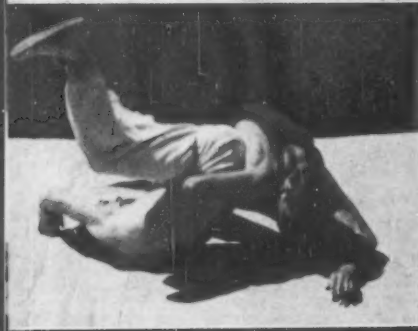
1. Hook whizzer.

2. Grasp far arm above elbow.

3. Pull sharply.

A cat and mouse type game can be introduced from this whizzer position. The students may be paired off and placed with one man in the offensive referee's position and the other underneath with a whizzer. At the command "Wrestle!", they engage in a contest of speed and bal-

SOMERSAULT ESCAPE



ance to see which wrestler can secure the other's arm and dump him onto his back.

Drop and Drag Reversal (see page 13): This is an adaptation of a basic take-down, the arm drag. Quickly draw left arm in and hook opponent's left arm above elbow with full-fingered grip. Simultaneously drop to sitting position under aggressor.

At this point, a sharp jerk on hooked arm accompanied by a side-ward slide of hips will pull man forward—as you move out from underneath and swing around to top to complete reversal.

By the numbers:

1. Sit to left under man and hook his left arm with left hand.
2. Pull left arm forward and slide out from under.

Switch Reversal (see page 13): Move left arm in front of right and lift right knee to permit left leg to come through. Swing left foot through and attain a sitting position. Then move right arm over opponent's right arm to inside of his right thigh, while quickly lifting left knee from mat.

Now lay back and slide out away from aggressor to exert the leverage which brings him flat to mat. From here, quickly spin around behind him for the reversal.

By the numbers:

1. Move left hand in front of right and raise right knee.
2. Swing left leg through to sitting position and take left hand off mat.
3. Right arm over opponent's arm and inside near thigh.
4. Lay back on man's arm and slide hips out and away.

In teaching this maneuver to gym classes, the instructor will experience more difficulty with the top (dummy) man than with the individual executing the move. Since this is a leverage reversal in which considerable pressure is exerted on the dummy's arm, the latter will tend to fall on his left side before completion of the reversal.

To assure reasonable success, the dummy must stay on his knees until forced flat on his stomach by the lever.

Head and left arm are pulled under body as hips are raised above opponent's arm by a straightening of legs. Head ducks under deeply and legs kick upward and toward opponent's head. Hips going over opponent's arm pin it to mat as roll is completed and man scrambles to knees to face opponent. By the numbers: (1) Duck head and left arm under body; (2) Straighten legs; (3) Kick legs up to roll hips toward opponent's head.

***THIS** is the third of a series of four articles by A. G. Sidar, Jr., freshman and assistant varsity wrestling coach at Rutgers University. In his initial installment in October, he covered Take-Downs. Last month, he expounded Break-Downs and Rides; and in his concluding installment in February he'll analyze Pinning Holds.*

Wrist Roll Reversal (not illustrated): Grasp aggressor's right wrist (which is around your waist) with right hand. Move right knee in against left knee and then roll to right, holding opponent's wrist tight to your body.

As you continue rolling, lift opponent's left leg with your left foot and throw it in direction of roll. Upon coming out on top, swing left leg under your right to attain a chest-to-chest position at right angles to opponent.

By the numbers:

1. Grasp wrist around waist and move right knee next to left.
2. Roll quickly to right lifting with left foot.
3. Swing left leg under right to face opponent.

Stand-Up Escape (not illustrated): From referee's position, start stand-up by stepping out with right foot. Then immediately straighten left leg to complete standing position. During this maneuvering, keep your left arm close to body to prevent opponent from locking his arms tightly around your waist.

Once on your feet, swing left arm vigorously forward and upward to break opponent's arms apart and permit you to move out and turn away to face opponent.

By the numbers:

1. Step out with right foot.
2. Straighten left leg.
3. Raise left arm and turn away from opponent.

This appears to be such a simple maneuver that students are often dubious about its effectiveness. Still in many championship bouts it causes the opponent more headaches than any other move. If an escape isn't effected with it, there's an excellent chance that it will occur when the aggressor attempts to bring you (defensive wrestler) back down to the mat.

Somersault Escape (see page 14): This is a surprise maneuver worked quickly from the referee's position at the official's starting whistle.

(Note to gym instructors: To facilitate the study of the pictures, the
(Concluded on page 22)

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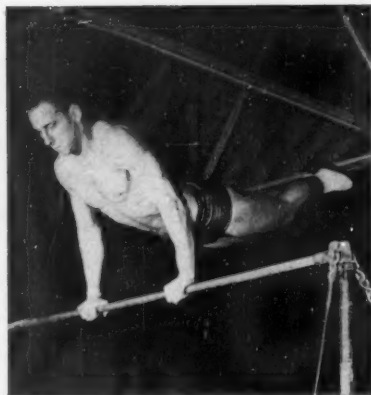
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Hand Trouble

The Gymnast's Bugaboo



SORE hands or torn calluses often spell the difference between a gymnastic team winning or losing a meet. How many times have you seen a gymnast warm up on the horizontal bar with two or three giant swings and come off with a ripped callus or torn blister? The boy must then be scratched from the event or, if he does compete, his performance definitely isn't up to par.

Many coaches write the experience off as one of the hazards of the sport. Yet there are a few simple facts of hand care which, if followed, will reduce this hazard to negligible proportions.

The problem of hand care can be separated into three distinct phases: (1) before a workout, (2) during a workout, and (3) after a workout.

Let's begin with Step No. 3 in our analysis and work back through the series. In this way we can start with the immediate problem of the gymnast who's injured his hand during a workout.

Let's say that while performing giant swings on the horizontal bar, he ripped off two of the top calluses on his left hand. The first thing he should do is **STOP WORKING OUT**. It's surprising how many boys continue working out after getting a bad rip. This not only aggravates the injury, but the continual rubbing of more chalk into the tear may lead to serious infection.

The wound should be cleaned and cauterized as soon as possible. One easy procedure: Take a pair of cuticle scissors and cut away all loose and dead skin around the area of the tear. Then wash the hands thoroughly with soap and luke-warm water to get rid of all the chalk and dirt that may have worked into the skin. Dry hands thoroughly and swab the wound with tincture of methiolate. A heat lamp will then

quickly take out any soreness that has developed around the wound.

Our gymnast should then be kept from working out on any apparatus that involves constant friction on the hands, as the parallel bars or horizontal bar. If he must continue his work, cover the tear with tincture of benzoin and dust with athletic powder to minimize the amount of friction between the wound and the surface.

After the workout, the wound should be rubbed with vaseline to keep it moist. This will keep the new raw skin from cracking. Dry skin causes crack wounds, which take much longer to heal, especially if the wound is in the center of the life-line on the hand.

The adage about an ounce of prevention is true here, too, which takes us to step No. 2 or "care of hands during workout."

Just what makes calluses tear off or blisters form during a workout? The answer is—too much friction. An easy answer you say. But what you may not know is that though friction between the hands and the apparatus does cause some of the hand trouble, the biggest offender is just plain chalk.

Chalk that has caked on the apparatus triples the amount of friction on the hand. The importance of keeping the apparatus clean of dried and caked chalk cannot be stressed enough.

A good method is to take a fine piece of sandpaper and gently rub surface chalk until smooth. Steel wool has often substituted for a cleaning material, but there's a danger here of particles of steel becoming partly embedded in the ap-

paratus. The next performer then runs the sliver into his hand and may get a hand infection.

Chalk-free apparatus will solve one problem of friction, but there's still another. This arises when the gymnast works out continually on one piece of apparatus and performs long sequences of tricks before getting off the piece. On the horizontal bar especially, a performer will get up and do seven or more giant swings and turns before getting off. Even the best pairs of callused hands cannot take much of this.

Coaches should instruct their gymnast in the proper methods of working out—keep them from specializing too much on one event, have them alternate on the different pieces of apparatus, and when hands become sore from working horizontal bar, switch them to the long-horse.

Above all, keep the sequences short. You'll find that your gymnasts will begin accomplishing a lot more in the same length of workout time.

Hand guards may be used to a certain extent, but many performers cannot wear them. Their main trouble is reaching a happy meeting point between protection and gripping area.

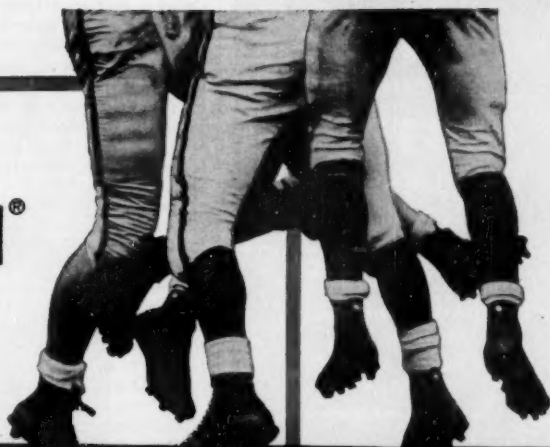
If the hand guards are heavy enough to do a good job of protecting the hand, then they're usually too thick and will bunch in use, reducing the gripping area of the hand. If they're thin enough for the gymnast to retain a good grip on the apparatus, the protection isn't sufficient.

A fairly good hand guard can be made from lamp-wick bought at the hardware store. The wick comes in half-inch wide strips. Take a 10-inch strip, bend it in half, and stitch together with heavy thread. Leave just enough room in the loop to slip one finger through. Then cut a slit

By JOHN BOLEN

*Gymnastics Coach, San Pedro High School,
Los Angeles, Calif.*

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about a half inch from the bottom and run a leather wrist band through it to bind it to the wrist.

This guard will last from two weeks to a month, depending on the amount of wear and tear it's subjected to. However, guards won't be necessary if a little common sense is applied before and during workouts.

Many coaches recommend the use of benzoin or other skin tougheners for the hands. The reasoning behind this is that the tougher the hands, the less likely will they tear. However, it isn't the relative toughness of the skin but the amount of friction between the hands and the surface it's moving over that's the gauge of hand protection.

Calluses are in a continual process of building up, and dead skin accumulates rapidly. In time this dead tissue becomes as much of a friction hazard as caked chalk. Calluses should be pared down as often as necessary to get rid of excess dead skin.

One easy way of doing this is by gently scraping the dead skin off the hands with a fine sandpaper. Some gymnasts use a razor blade, but this isn't recommended because of the obvious danger of cutting the hand.

As to skin tougheners, their main drawback lies in the fact that constant use makes the skin very dry. If a deep tear then occurs, it takes much longer to heal up.

Here are some hand hints:

1. If the hands are sore at night,

Individual Stunts

(Continued from page 9)

The attacker can then merely come up to position and shoot a one-hander. He'll almost always be able to get his shot off before the guard can bring his hand up again.

Double Fake and Drive: This stunt is particularly effective right after the fake drive and shot. The attacker fakes a drive with a long step. Then he poises for a shot by moving his front foot slightly back. A slight knee dip and a good eye fake are the final convincers.

Remember, the fake drive caused the guard to drop his hands. Now, as the attacker poises for a shot, the guard will invariably raise his hand and shift his weight forward or come up on his toes.

As soon as he does this, the offensive man lowers his body and drives off his front (right) foot, placing the ball way out in front on the first dribble.

Change of Direction: This maneu-

soak in a pan of extremely hot water and baking soda for about three or four minutes. Then rub a dab of vaseline into the palms until well absorbed.

2. If the skin is too dry from chalk, rub a few drops of glycerin and rose water into the hands every evening. The glycerin keeps the hands smooth and moist overnight, preventing the skin from becoming too dry from excess chalk that may have worked itself into the palms of the hands during the workout.

3. If hands sweat—many performers suffer from sweating palms during a meet. This is mainly a nervous condition, but some physical means can be used to overcome it.

A few minutes before mounting a piece of apparatus, the performer should wash his hands with extremely hot water—not using any soap, however. The hand-bath will take off most of the surface sweat and dirt present at the time.

The boy should then dry his hands thoroughly and apply tincture of benzoin between the fingers, and then dust with powder. This will keep the hands in a fairly dry condition for some time, or at least long enough for the performer to do his exercise without worrying about slipping off because of sweaty hands.

There's no true panacea for the problem of keep the hands in top shape for gymnastics. But the precautions outlined here will considerably reduce the problem.

ver is designed against a guard who's over-playing his position to one side or the other. The offensive player fakes his drive as before—stepping deeply with his front (right) foot. Instead of stopping for a shot or coming back to his original position, he throws all his weight on the advanced member.

He then pivots on the balls of his feet, turns his body in a low crouch, and drives off with the same front foot but in the opposite direction. He drops the ball way out in front and drives hard.

Caution: He must be sure not to lift the pivot (left) foot before letting go of the ball.

Jump Shot: Whenever the guard recovers on any of these drives, the offensive player can quickly come to a running stride stop, balance his feet under his body, face the basket, and jump straight up.

At the peak of his jump, he executes virtually a one-handed or two-handed set shot. Executed well, with a sudden stop and jump, this is a tough shot to stop.

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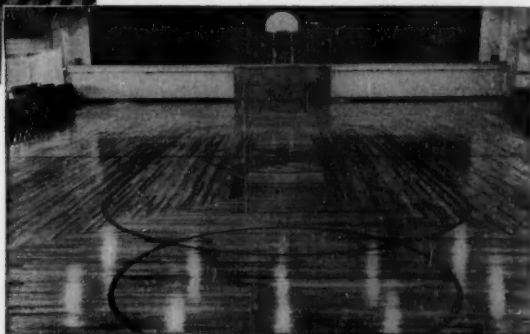


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Planning the Athletic Budget

ASIDE from the wholly unreliable principle of following established practice, there's actually no guide for the individual school to follow in constructing an athletic budget. Athletic directors or principals charged with the responsibility of setting up the annual budget have long recognized the job as a headache and are constantly seeking a yardstick of some sort to serve as a standard in evaluating the finished product.

Comparative figures are helpful, but always must be studied in terms of the demands of the local situation. A sound fiscal policy for school "A" could easily result in catastrophe when applied at school "B." However, certain fundamental principles should be observed by all administrators who struggle with budget problems every year:

1. Estimated expenditures should never exceed 90% of anticipated income.

2. Allocations should be made on the basis of demonstrated need, and never on a hard-and-fast basis of a certain percentage to each respective sport.

Averages computed over a period of three years should carry significant weight in budget preparation. Actual figures, not guess work, should be used as a basis for estimation.

4. All personnel concerned with the administration of the budget should be consulted before it is submitted for final approval.

5. All budgets should receive the approval of an authoritative body, i.e., Athletic Board, School Board, Athletic Council, etc.

In an attempt to establish a pattern in budgetary procedure for Mansfield (Ohio) Senior High School, we recently conducted a survey of practices followed in the construction of athletic budgets in 20 Ohio high schools.

It was recognized at the outset that such matters as guarantees, scouting, and varying travel requirements would result in some disparity, and that the seating capacity of stadiums and gymnasiums would

greatly affect the picture. Nevertheless, we hoped to find a fairly well-defined blueprint to use as a guide in solving our own problems.

Working on the principle that common practice was sound, at least in the opinion of the majority, we selected 20 cities whose athletic programs appeared comparable in scope to ours and whose problems should be essentially the same, and asked them to cooperate in the study.

Schools in large city systems such as Cleveland, Cincinnati, and Columbus were not included because we felt that their problems hardly coincided with those of the small city systems embracing only one or two high schools. To avoid the other extreme, the study also excluded cities with populations under 10,000.

The response from the 20 schools queried was most gratifying in that all returned completed forms.

We were interested principally in four things:

1. Total expenditure for equipment in each sport.
2. Percentage of the total represented by each sport.
3. Amount allocated to insurance, or hospital and doctor bills.
4. Officials' fees.

Though these four items were re-

garded as basic to the study, we were also anxious to discover how much money other schools were budgeting for such items as motion pictures, scouting, clinics for staff members, and junior high school athletic subsidy. We therefore included these items in the questionnaire.

The results of the study, once compiled, were astonishing. Granting the normal expectancy of some variance as a result of local conditions, the discrepancy existing between the figures submitted by schools, even those within the same geographical area, could hardly have been anticipated. Football equipment, for example, ranged from \$2,250 to \$8,000, motion pictures from \$175 to \$1400, and scouting from \$30 to \$750.

Figures representing the cost of equipment for the four traditional major sports, and for motion pictures, scouting, and officials for football and basketball were relatively clear-cut. A breakdown of these items is given in the accompanying table.

However, when reference is made to Item #3 on our list—Amount allocated to insurance, hospital, and doctor bills—such a variety of plans

COST OF EQUIPMENT FOR MAJOR SPORTS

FOOTBALL			
	High	Low	Average
Equipment Cost	\$8,000.00	\$2,250.00	\$4,742.21
Motion Pictures	1,400.00	175.00	649.17
Scouting	750.00	30.00	402.00
Officials	40.00	17.50	24.94

BASKETBALL			
Equipment Cost	\$1,873.00	\$ 400.00	\$ 821.84
Motion Pictures	800.00	100.00	352.00
Scouting	350.00	50.00	165.00
Officials	25.00 flat	12.50 flat	19.23

TRACK			
Equipment Cost	\$ 800.00	\$ 100.00	\$ 384.47

BASEBALL			
Equipment Cost	\$1,000.00	\$ 100.00	\$ 354.12

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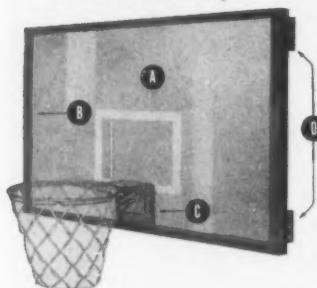
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were reported that it is possible only to summarize the findings:

Four of the 20 reported subscription to regular insurance plans; two more stated that a combination insurance and contingency fund took care of their needs; six employ a type of self-insurance; and the remainder depend largely on voluntary services of local doctors. All implied recognition of institutional responsibility for the care of athletic injuries.

In the matter of defraying expenses of staff members to attend clinics, a similarly confused picture exists. Six of the reporting schools budget an average of \$406 for this purpose, three budget nothing, and the remainder state that expenses are paid for one or two clinics annually.

Presumably, this last means that the head coach of each respective sport was allowed to attend at least one clinic at school expense. However, the problem would appear to be one which should be resolved in terms of local administrative policy.

We had felt that Item #2—Percentage of total represented by estimated cost of equipment for each sport—was perhaps the most significant item contained in the questionnaire.

Whereas the totals budgeted were certain to vary in line with the school's spending potential, it seemed highly likely that the budgetary pattern we were seeking would appear in the relative placing of basic items on the total scale. Averages for the 20 schools show the following:

Football	73.4%
Basketball	12.7%
Track	5.6%
Baseball	5.5%
Golf	1.3%
Tennis	1.0%

These results are difficult to evaluate. As has previously been indicated, the range, particularly in football, was extensive—\$2,250 to \$8,000—and the figures doubtless tend more to reflect the local popularity of the sport than to indicate the relative need of the respective activity. Moreover, it was markedly apparent that where football budgets seemed disproportionately high, other sports tended to suffer accordingly.

An interesting but far less significant finding relates to junior high school subsidy. All but two of the schools queried reported some assistance to their junior high school athletic program. The assistance ranged from the assumption of total operating expenses, presumably around \$3,500, down to \$200 for each school. The average was re-

ported at approximately \$1,000 each year.

In the final analysis, the results of our budget study could hardly be characterized as conclusive. As could be predicted, football is getting the lion's share of the income and basketball, track, and baseball appear to suffer by contrast.

However, in view of equipment costs and travel expenses and the number of participants, this is doubtless as it should be. Exactly how far the individual school is justified in placing marked emphasis on certain sports can probably only be determined by reference to the total athletic philosophy of the school.

Further study in this area could profitably be directed toward determining the relative cost of properly equipping participants in various athletic activities, and to obtaining floor figures for expenditures essential to the operation of a well-balanced athletic program. In addition, more information is needed concerning the basic athletic policy under which a representative cross-section of our schools operate.

While it seems highly unlikely that a set formula for making all budgets could evolve from any amount of research, it should be possible, nevertheless, to establish reasonably valid criteria.

Wrestling Illustrated

(Continued from page 14)

stunts have been analyzed without regard to teaching progression. The correct teaching sequence follows: Stand-Up, Somersault, Whizzer and Sit Out, Whizzer and Far Arm, Wrist Roll, Switch, and Drop and Drag.)

After our students have mastered a few reversals and escapes, we move on to chain wrestling from the bottom. This is nothing more than continual movement from one attempted reversal or escape into another.

For example: After an attempted switch is stopped by the aggressor, the bottom man may immediately move into a wrist roll. If this is checked, he may start a stand-up and then drop back into the switch, etc.

Almost any escape or reversal can be worked into the chain. Whenever the defensive man is flattened to the mat, he must always return to his knees and resume his escape or reversal. There are no effective methods of coming out from underneath which can be initiated from a position flat on the stomach.

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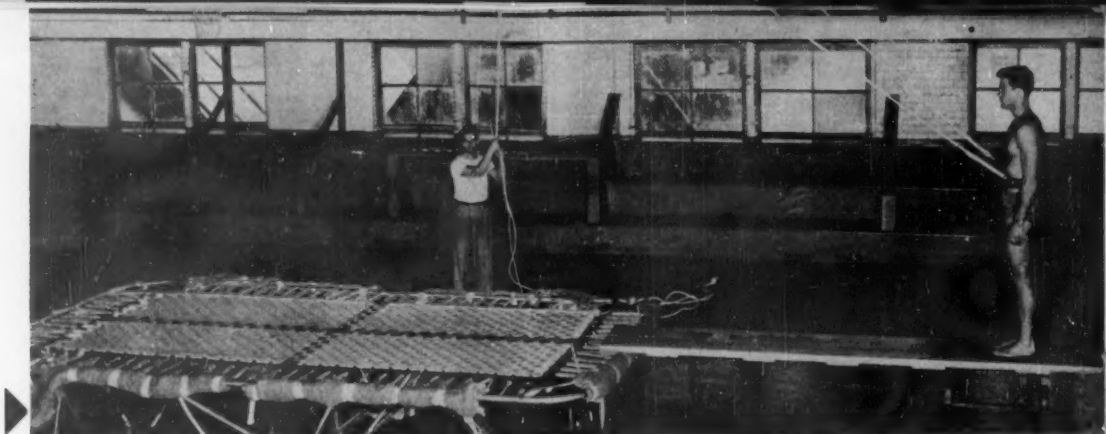
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By **CHUCK LUCCHESI**

Physical Education Dept., U. of California

DIVING the Trampoline Way!

ALL you swimming coaches who've labored long and hard teaching diving to beginners are invited to try the new trampoline method of instruction. Properly applied, it can save hours of teaching time and hugely facilitate learning.

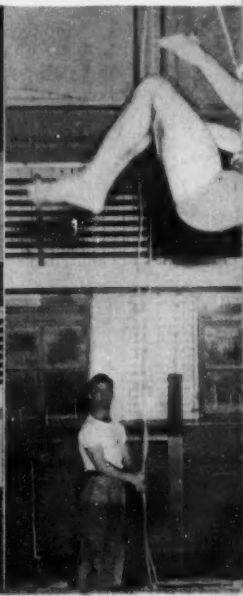
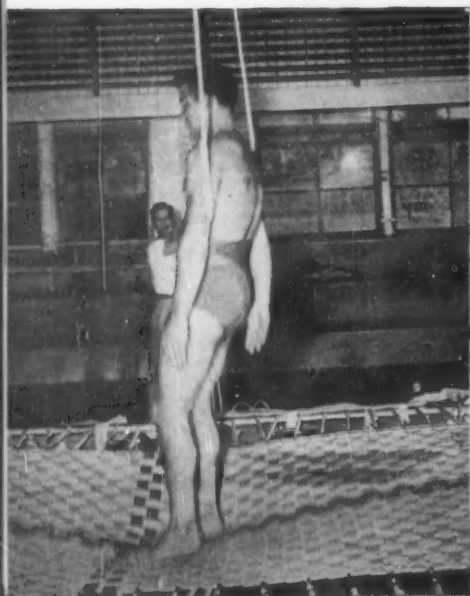
This isn't mere conjecture. At Lodi High School, the use of the trampoline has produced remarkable results. Where it once took novices months to advance to the intermediate stage, it now takes just a few weeks. Dives such as gainers and cutaways are now being taught in only two days.

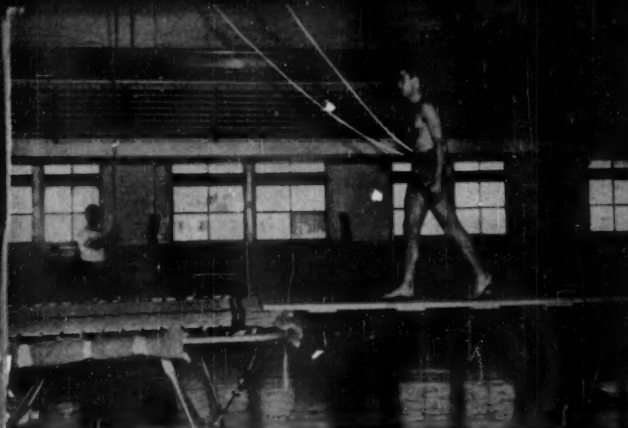
Most important of all, however, is that the trampoline method has completely eliminated the element of fear.

Since it's important to approximate actual diving conditions, the trampoline has been rigged up like a diving board. Three pieces of apparatus are used for this—a two-inch plank approximately 10 feet long and two feet wide, an overhead spotting belt, and a sawhorse.

One end of the plank rests upon the edge of the trampoline frame, while the other is supported at the same level by the sawhorse. In other words, what we have here is a simulated springboard for the diving approach.

The simplicity of the set-up is obvious. Naturally, the hook-up of the spotting belt and rope may have to be modified to suit prevailing conditions. But where the gym has wood-





en trusses, as at Lodi, the installation is easy.

The advantages of learning the dives on the trampoline first and then transferring them to the springboard are numerous. For one thing, the tramp enables the boy to perform a dive many more times with less time and effort.

When using a regular springboard, the athlete must perform his dive, swim back to the edge of the pool, climb out, and then mount the springboard to prepare for his next attempt. This involves a great deal of waste motion. With the trampoline, however, the boy is always on the apparatus and can launch his dives one after the other.

Another advantage of the tramp lies in the fact that it permits maximum effort in controlled training conditions. This isn't always true where actual water is employed.

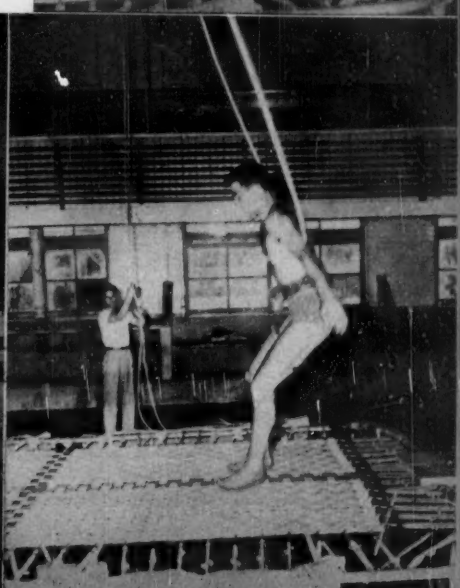
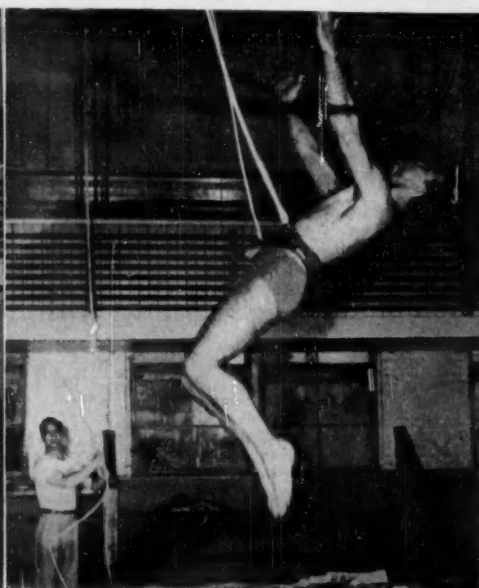
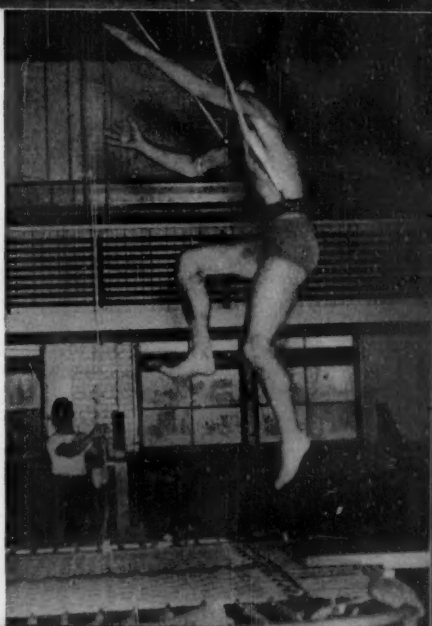
FULL GAINER (TUCK)

Here's the way diving was taught at Lodi during Coach Lucchesi's two-year tenure. A twisting belt is secured to the athlete and is held firm (by means of ropes) by the coach situated along the side wall. A 10' plank, propped by a sawhorse, permits the athlete to perform the entire dive. From the starting position (picture No. 1), the athlete takes a left step (not shown), a right step (No. 2), a left step (No. 3), then launches his hurdle and dive.

Most swimming pools, especially on the West Coast, are outdoors, and the swim season is started during the winter months. This means that a great many practice sessions are held in cold weather.

It's obvious that a youngster can't warm up enough to assure maximum effort where much of his energy

(Concluded on page 43)



SKI FITNESS EXERCISES

By LAURENCE E. MOREHOUSE
and YNGVE AHLM



1951 Popular Photography Contest

THRONGS of new skiers are arriving at mountain slopes these days for long anticipated ski holidays. Among these are many school kids who are surprised to find that skiing is a vigorous sport which requires a level of physical condition well above that needed for ordinary activities. As a consequence, these novices become fatigued after only a few minutes of skiing and are sore and stiff for days.

The practiced skier knows that preparation for a ski holiday requires more than waxing skis, polishing boots, acquiring ski clothing, making travel arrangements, and securing lodge reservations. Skiers must get themselves ready, too.

This means strengthening muscles that are little used in everyday life, but which are important even on the most gentle of slopes. It also means acquiring enough endurance to be able to continue physical exertion at high mountain altitudes, and enough flexibility to get into and out of skis and to adjust ski bindings. The requisite agility, strength, and flexibility needed to pick oneself up from the inevitable spill in deep, soft snow cannot be overlooked.

Here are five Ski Fitness Test exercises. If the student cannot perform them, he may be deemed physically unprepared for skiing. Practice of these exercises together with the Supplementary Conditioning Exercises explained later on will help prepare the skier.

The order of a 15-minute daily workout is also presented. In addition to the exercises, rapid walking

and climbing will help build up wind and improve fitness for skiing.

THE SKI FITNESS TEST

1. **The Heel Sit.** Standing erect with arms extended forward and heels always touching the ground: Squat all the way down and then return to the standing position without losing balance.

This exercise tests the shock-absorbing muscles of the knee and ankle joints which make skiing graceful and safe. If balance cannot be maintained at first, hold onto a partner or some object until condition is improved enough to pass the test.

2. **The Holding Position.** Balancing on one foot with the other extended back and up, arms extended sideward: Flex the knee of the supporting leg so that the knee projects more than three inches in front of the toes. Hold this position for more than 10 seconds, alternating legs.

The supporting legs are held in this position during most downhill ski

runs, with longer slopes requiring as many as 20 minutes of this holding position.

3. **Squat Jumps.** Starting from an erect position with one foot a little ahead of the other, hands on top of head: Spring into the air and then sink into a full squatting position and immediately bounce upward. As you leave the ground at the end of the upward bounce, shift the position of the feet. Continue the exercise with the feet shifting alternately left and right.

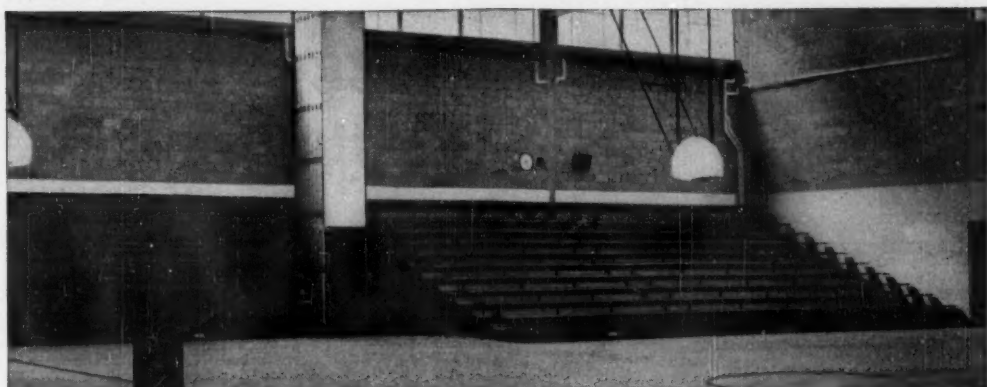
To be fit for skiing repeat this exercise 20 times without stopping. The squat jumps test the endurance of the legs and heart for vigorous activity at high altitudes.

4. **Touch Front and Back.** With the heels always touching the floor: Lower to a full squat position and reach forward to touch the floor as far ahead as possible. Raise to a standing position and again lower to a full squat, this time reaching far backward behind the heels. Then

(Concluded on page 35)

ORDER OF A 15-MINUTE DAILY WORKOUT

Minutes	Exercise	Rate	Repetitions
0-1	Jumping Jack	Moderate	10-20
1-2	Tendon Stretcher	Slow	20
2-4	Trunk Circle	Slow	12
4-5	Changing Edges	Fast	12-20
5-6	Christie	Moderate	6-10
6-7	The Heel Sit	Slow	5-10
7-8	Holding Position	Steady	10-15 seconds
8-9	Squat Jumps	Fast	20
9-11	Rest (Walk around)		
11-12	Touch Front and Back	Moderate	
12-15	Leg Circling	Slow	6



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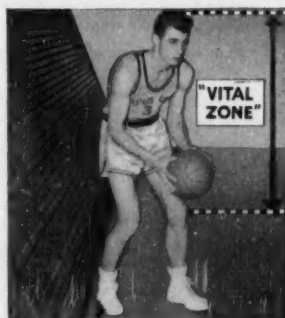
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By ELMA IBSEN

Food Suggestions for the Athlete

STRONG and alert people are built by abundant, well-balanced diets. To be well fed means more than filling the stomach with foods that appease hunger. It is having each day the kind of food that will promote abounding health and vitality."

A course in applied nutrition would prove invaluable to the athlete, as much of the popular nutrition literature has no scientific basis and is often erroneous. At some universities a course in human nutrition is required of all physical education majors. The U. of California and the U. of Washington are good examples.

There's no question that food actually makes the body. "You can't make something out of nothing." Some foods increase endurance, others increase energy, others increase resistance to disease, and so on. By applying basic knowledge of nutrition, the athlete may develop his latent powers.

A good general diet is necessary with special emphasis on the food eaten the day of competition. Usually the special emphasis should begin with the evening meal the night before the game.

The very best rule for a good diet is "Follow the Basic 7," also known as the protective foods. The National Food Guide, Leaflet No. 288, U. S. Department of Agriculture, containing the Basic 7, may be obtained by writing for it.

Basic 7—each group should be included some time during the day:

1. Leafy, green, and yellow vegetables.
2. Citrus fruit, tomatoes, or raw cabbage.
3. Potatoes and other vegetables and fruits.

4. Milk and milk products.

5. Meat, poultry, fish, eggs, dried peas and beans.

6. Bread, flour, cereals (whole grain, enriched or restored).

7. Butter and fortified margarine.

Quality is more important than quantity, yet the more physical work, the greater the quantity of food needed. Boys still growing and "going out" for athletics require the greatest quantity of food in order to meet growth and energy foods. (Teen-age boys' requirements are greater than any other age-group.)

The body is like a furnace and can only put out the energy in proportion to fuel consumed. A good rule for quantity is maintenance of steady weight, or gain in weight in proportion to gain in height. "If the individual eats too much, he's fat. If he isn't fat, he isn't eating too much," according to Dr. Ralph E. Guerrant, professor of biological chemistry, Kansas State College.

Day of the Game: Breakfast should be the best possible and fairly large, as this definitely will be the basic meal of the day. Especially is this true before track meets and afternoon competition. Fruit, well-cooked cereal, eggs (not fried), toast, milk or hot milk drink.

The Meal Before the Game or Meet should be eaten two or three hours before competition, to insure adequate time for digestion. Excitement may slow digestion. An adequate amount should be provided to raise the blood sugar-level, keeping the athlete in the highest efficiency bracket throughout the play.

A good standard meal before competition follows:

Bouillon—fat free. (Something hot at the beginning of the meal steps up digestion.)

Small broiled steak, 2 poached eggs, or meat and vegetable stew.

Baked potato, one pat butter (liquid from vegetable may be used on potato).

Vegetable—as peas, tomatoes, string beans or carrots.

(Continued on page 38)

MR.S. ELMA IBSEN serves as Nutritionist for the Kansas Tuberculosis and Health Assn. She was a featured speaker at the Kansas Coaching School last summer, and made quite a hit with the attending coaches. Her article is reprinted from the October issue of the Kansas High School Activities Journal.

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THE CAPTAIN'S ROLE

By **HARRY COMBES**

Basketball Coach, U. of Illinois

as told to **George L. Henderson**

WHEN a team captures two Big Ten basketball championships in a row—as Illinois has done—there obviously must be a reason. Yes, we had good personnel. And let's say the coaching was adequate. But the young men who held those teams together and came through when the chips were down, were Don Sunderlage and Rod Fletcher, our team captains.

They took a personal interest in the players and did things for the team I never could have attempted. They were two of the best leaders I have ever worked with.

One time during the 1951 season, unknown to me, a varsity player took up smoking. Don Sunderlage, because he was on the inside and close to the boys, found out about it right away. I later learned that he went to this boy, who was bigger and heavier than he was, and "laid down the law."

He told the offender to stop smoking, since it set a bad precedent that might jeopardize the team's chances; and that he, personally, would report the matter to the coach if the smoking continued. The big boy straightened out and came through with the performance necessary to make champions of the Illini.

It is very possible that if it hadn't been for Don's decisive action, this player might have continued to break training and eventually influence other squad members to follow suit.

Don and Rod gained the full respect of their teammates. In 1951, whenever we got into a tough spot and needed a basket, the boys would maneuver the ball to Don. They knew he could score when the pressure was on. This confidence in their leader made for a wholesome spirit and gave the team that extra psychological edge necessary for victory.

Don was well rewarded for his unselfish efforts. At the end of the season, Big Ten coaches and officials chose him as the most valuable player in the conference, and he was also first choice for the all-star collegian squad picked to play the champion Rochester Royals of the National Basketball Association.

In my years at Illinois, our captains have played vital roles in what success we've had. Our captains are chosen by the players themselves.

Many coaches maintain that this is a poor practice, since it frequently results in the wrong player being selected.

I disagree. My experience, both at Champaign High School and at Illinois, has been that the boy chosen by the squad is invariably the person I'd have chosen. And why not? You can't fool the players. They know who their driving force is and whom they respect the most. The coach can only guess. The players know.

At Illinois, the balloting is confined to lettermen, with the voting held at the end of the season. There are, of course, other ways of choosing captains. Some coaches prefer to appoint one at the beginning of the season. Others appoint captains plus alternate or junior captains. And many others appoint captains on a game-to-game basis, choosing a different player each time. In short, they pass the honor around.

I know one coach who permits his squad members to elect the captain but controls the choice by appealing to one or two key players in this sort of manner: "Johnny So-and-So is the boy I want for next year's captain. You see that he is elected."

The big weakness in appointing captains is the danger of stirring up resentment because of the autocracy of your choice. The boy chosen may be the best candidate in your eyes, yet fail to have the respect of his fellow players. Ultimately, all the bitterness stirred up will reflect directly back to you.

Passing the job around represents an attempt to escape such consequences. You may have a boy who is outstanding as a captain, and you may end up appointing him captain for tough games.

If your schedule is crowded with difficult contests, he may be the captain for four or five games in succession; which, because of your avowed policy of passing the honor around, can lead to dissension and bitterness toward you.

Controlling the election of a captain by exerting pressure on certain key individuals can produce success—



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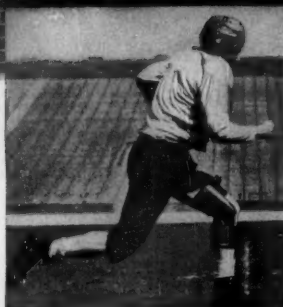
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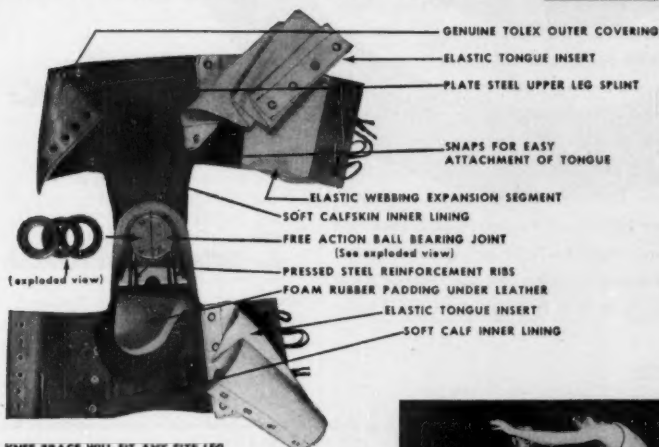
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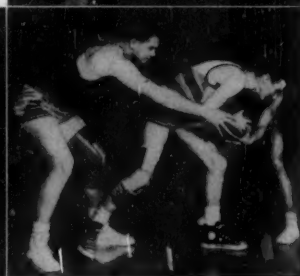
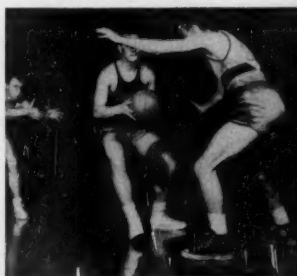


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ful results—until the boys catch on to what you are doing. And it won't take them long to do that.

Basically, Americans hate to be pushed around and supervised without representative voice. This fact alone is a strong argument for my contention that the best way to determine a captain is to let his teammates choose him.

Your big job will be to *handle* the chosen captain. You must gain his confidence. One way to do it is by making him feel important. Delegate definite responsibility to him and take him into your confidence. An hour spent at the beginning of the season impressing upon him the importance of training, teamwork, and cooperation—primary essentials for a winning team—is time well spent. The results can mean the difference between winning and losing.

ENCOURAGE INITIATIVE

I would suggest that you urge your captain to assume his position of leadership. When necessary, he should feel free to call squad meetings on his own—without the coach being present. Don't pry into what is said at these meetings, but trust your captain to make valuable use of the time. He won't let you down.

Also confer with him about game strategy and methods of teaching necessary skills. If he thinks you'll seriously consider his suggestions and talk them over with him, he'll side with you when it comes to making difficult decisions, such as whether or not to report certain infractions of sound training rules. He'll make up his mind the right way because it's *his* team's record and reputation that's at stake.

Successful leaders, on world, national, state, local, and sports levels, are marked by their ability to delegate responsibility and gain the cooperation of their fellows. Always remember that in your coaching.

I know that Jim Bredar, our 1952-1953 captain, will prove to be a good leader. After his election last spring, he came to me and asked, "Coach, what can I do to help the team?" He's thinking about his job and the responsibility it entails.

No matter what system of play you use, it will probably work if you have the cooperation of your players. One way to gain this cooperation is to make use of your most valuable coaching tool, the team captain.

Choose him in a democratic way; make him feel he has important responsibilities, that the team is his team; trust him. You'll never be sorry.



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This seal, emblem of
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Ski Fitness Drills

(Continued from page 26)

raise to the starting position.

The test is to complete the front and back touch without losing the balance. This position is often assumed to adjust ski bindings without removing skis.

5. Leg Circling. Lying on the back: Lift the legs upward without bending the knees and touch the floor behind the head with the toes. Then start leg circling with the legs extended and the feet close to the floor at all times.

SUPPLEMENTARY EXERCISES

6. Jumping Jack. Standing with heels raised, arms at sides: Jump to the stride position while flinging arms sideward and clapping hands above the head. In a continuing rhythmic motion, jump back to the standing position, keeping up on the toes throughout the exercise.

7. Tendon Stretcher. Standing erect with the arms extended forward and the heels held on the floor: Reach forward as far as possible with the knees and hands.

8. Trunk Circle. Bend forward and downward with arms hanging loosely: Make a large circle with the hands. After three circles, reverse the direction.

In addition to its limbering and stretching benefits, this exercise helps keep a trim waistline.

9. Changing Edges. Standing erect with arms extended sideways in a relaxed manner: Jump from one side of the feet to the other, to strengthen feet and ankles.

10. Christie. Pivot upper body to the right, extending arms at shoulder level and flexing the knees slightly in the holding position as in skiing. Go into a crouch and then unwind—reaching in front of the left foot with the right hand while placing the left hand behind the right heel. Then wind up to the left and repeat to the opposite side.

In addition to the conditioning effect, this exercise develops skill in the use of the shoulders in making a turn in skiing.

An ideal collaborating team, **Yngve Ahlm** is both a ski coach and a member of the National Ski Patrol, while **Laurence E. Morehouse** is associate professor of physical education at U.S.C. and chief of the Performance Physiology Section of the Air Force School of Aviation Medicine at Randolph Air Force Base, Tex.

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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

THE last time Herman Hickman coached a team in the annual North-South game he decided to take a fishing trip on a day no practice was scheduled. Trying to jump into the boat from the dock he slipped and sprained his ankle. A couple of boys had to roll round, jolly Herman onto a stretcher.

This naturally took a lot of doing, and a large crowd soon gathered. A little old lady on the edge of the mob craned over the heads of the on-lookers and gasped. "Look at that poor man," she said. "He must have been in the water four or five days. Look at how bloated his body is!"

Tex Rickards, the Ebbets Field announcer, raised a lot of eyebrows in the seventh game of the world series. "Ladies and gentlemen," he announced in the fourth inning, "will you please remove your wearing apparel" . . . and then, after the pause for laughter, he finished, "from along the left field wall."

Football coaches on the west coast were discussing the feasibility of adding a fifth official for all games. Moving to a blackboard, Coach Kip Taylor of Oregon State outlined the territory which the extra arbiter would cover. Then a thought suddenly occurred to him. "What'll we call him?" he wondered.

"Hmmm," rasped Jim Aiken, then coach of Oregon. "You'll probably call him a blankety-blank just like you do the other four."

New York City's proud reputation as a melting pot is clearly reflected in the make-up of its high school soccer teams. Take the fine Erasmus Hall H.S. team, for example. Thirteen squad members hail from foreign shores.

Roland Rodriguz, the rugged right fullback, comes from Venezuela, while Greek-born Mario Grivas at inside right, and Dominik Nargelavicus, of Lithuania, form the principal defense.

Vera Rovnavonhse, Siamese, is the smallest player at 4-feet-6; **Se Yoin Whang**, known as Seymour to his teammates, is a newcomer from Korea; **Julius Frankel** hails from Austria; and **Martin Frumkin** comes from England. Only the goalie, **Dick Breyer**, is American-born.

Seward Park H.S. goes **Erasmus** one better. Only its coach is American-born! The entire 15-man squad comes from foreign soil—eight from the Ukraine, three each from Poland and Germany, and one from Italy.

According to Mrs. Rip Engle, wife of the Penn State coach, during the football season Rip takes vitamin pills every Sunday, Monday, and Tuesday to pep him up, and sedative tablets every Wednesday, Thursday, and Friday to quiet him down. What does he take on Saturday? Probably both.

San Francisco had just licked Idaho, 26-7, and an Idaho student was explaining to a S.F. student that the odds had all been in S.F.'s favor because they had no coeds to distract the players' minds. "Tell you what," snapped San Francisco, "we'll swap you—our team for your gals."

Ac-scent on victory. Pete Cawthon, the former Texas Tech and pro coach, was a rugged individualist who hated to lose. One afternoon, after his team lost its fourth straight game, Pete exploded in a dressing room lecture and finally ruled, "We'll GOAT it until we win." Meaning, nobody could take a shower until the team won.

What do you think of that kid, Charley Powell, the rookie end of the

San Francisco 49ers? He made it big in the pro game—straight out of high school! At 20 he was the youngest and the most inexperienced player in the league. A real big boy, standing 6-3 and weighing 225, Charley did all his football playing for a San Diego high school last year. He's also a big league prospect in baseball.

One of the greatest winning streaks in high school sports came to an end this season when the Northeast (Philadelphia) H.S. soccer team dropped a 1-0 decision to Frankford H.S., fracturing a 113-game unbeaten skein!

See that all-time football team that Grantland Rice picked for the Atlantic Bond paper company? Really was a beaut. Ends were Don Hutson and Benny Oosterbaan, tackles—Cal Hubbard and Fats Henry, guards—Pudge Hefelfinger and Jack Cannon, center—Germany Schulz, backfield—Sam Baugh, Jim Thorpe, Red Grange, and Bronko Nagurski.

Ever hear of Schulz? He was quite a ball player. He stood 6-4, weighed 240, and played every minute of every game his first three years at Michigan (1905-7)!

Our vote for the nicest play of the 1952 season goes to the last touchdown in the Oklahoma-Texas game. The ball was on the one-yard line in the Sooners' possession. In the huddle, one of the players turned to quarterback Eddie Crowder. "Hey, Eddie," he said, "how about giving the ball to Billy (Vessels)? He's been blocking like crazy all game. Let's give him a touchdown as a present."

Crowder thought it was a fine idea, and called for a handoff to Vessels. The center snapped the ball to Crowder, who stepped out and looked for Vessels. To his dismay, he saw that Billy had whipped by so fast that he couldn't give him the ball.

A quick-thinker, Crowder charged right behind Vessels. Everybody piled up over the goal. Down at the bottom, Crowder saw his chance. He slipped the ball into Vessels' arm—and that's how the astonished Vessels got credit for his td.

Guess who was the richest-paid athlete in 1952? You'll never guess, so we'll tell you. 'Twas Eddie Arcaro, the jockey. The 36-year-old little man made over \$300,000! Which is quite a horse laugh on the leading money winners in the more respectable sports, to wit: Golf—Julius Boros, \$63,000; baseball—Stan Musial, \$68,000; basketball—Goose Tatum, \$25,000; hockey—Maurice Richard, \$24,000; football—Bob Waterfield, \$20,000; boxing—Joe Walcott, \$75,000.

While talking shop, a famous major league pitcher was asked: "Did Joe DiMaggio ever worry you?" The pitcher grinned. "Not at all," he said, "I'd just throw the ball and then it became an outfielder's problem!" How true, how true.

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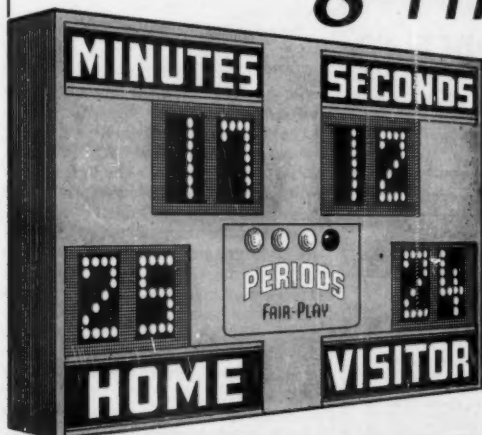
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Food Suggestions

(Continued from page 28)

Salad—head lettuce, sliced toma-
toes or grated carrots.

Bread or toast—one pat butter,
honey.

Dessert—fruit or fruit jello.

Drink—fruit juice.

**Foods right before the game and
at the half:** An orange is probably
best, as it has a simple sugar which
is very readily available and clears
the throat, putting it in the best of
condition; also probably prevents
thirst as much as anything will.

Fruit sugars, glucose, and honey
are single or simple sugars which
require no digestion; therefore, are
very quickly carried to the blood
stream. Ordinary sugar which is
made into foods, as candy and soft
drinks, must be digested and broken
own into simple sugars, so take
longer to get into the blood stream.
An orange before or during practice
is also helpful.

**Reasons for a let-down the second
half of play:**

1. Poor breakfast.
2. Too few endurance foods (es-
pecially Vitamin C foods).
3. Too little, too heavy, or im-
proper food before competition.
4. Failing to adhere to good nutri-
tion practice the entire season.

FOOD COMPOSITION

Carbohydrates—as sugars and
starches; foods high in carbohy-
drates are cereals, macaroni, candy,
cake, etc.

In digestion, all carbohydrates
must be reduced to glucose before
they can be used by the body for
energy. The B vitamins are very
important in aiding the proper use
of carbohydrates. Therefore, the use
of large amounts of sugars by an
athlete does not give the desired re-
sults unless the individual has a diet
heavy in the B vitamins.

Fats in the form of greasy or fried
foods are to be avoided. Not only do
fats digest slower than carbohy-
drates and proteins, but they inter-
fere with the digestion of other
foods. However, since fats, weight
for weight, give twice as much ener-
gy as carbohydrates, some should
be included.

Small amounts of fat such as the
easily digested crisp bacon and but-
ter or fortified fat may be used.
Some fats act as carriers of essential
vitamins. All give a satisfying qual-
ity to meals, since they digest slower
than other food elements. They may
be used to advantage when there is



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a long interval between meals.

Protein Foods—meat, fish, eggs, milk, mostly animal products with a few vegetables as dried peas and beans.

Protein is the fundamental structural element of every cell of the body. Proteins are made up of compounds known as amino acids.

Complete proteins as animal products contain all essential amino acids in the proper amounts, while incomplete proteins in beans, cereals, nuts and some other foods do not. Combining milk with cereal, or milk added to a meal which has beans for its chief protein, is desirable, because this makes the amino acids mixture complete.

Recent research indicates that the blood sugar stays at a higher level for a longer period of time after a meal high in protein than after one high in carbohydrates. For this reason it is well to be sure adequate protein is included in every meal.

One quart of milk, two eggs and one serving of meat (5 oz. raw) will meet most of the protein requirements of an athlete for one day, and with the small amounts of protein in most of the other foods eaten (cooked cereal, breads, etc.) will meet all the requirements.

Minerals:

Calcium is one of the most important of the minerals and is the one most likely to be deficient in the average American diet. Bones break more easily when there is not enough calcium in the diet. Calcium helps the blood clot, aids in the regular beating of the heart, and keeps the nerves in good condition.

Milk and milk products are the best sources of calcium. Fresh, canned, or dried milk are equally good. Green leafy vegetables are also important. One quart of milk a day will meet the athlete's needs.

Phosphorus is especially important in utilization of foods by nerve tissue, in muscle physiology, and is abundant in all protein foods.

Iron is a necessary constituent of blood and body cells and is present in hemoglobin. Hemoglobin is found in red blood cells and is the oxygen carrier. Fatigue and exhaustion are evidence of too little hemoglobin in the blood. Both iron and protein are important in maintaining hemoglobin. Liver, lean meat, green leafy vegetables, whole grain cereals, and dried fruits are the best sources of iron.

Iodine helps govern many of the chemical processes of the body. The use of iodized salt for seasoning will supply all that is necessary. "Iodine is necessary for the proper functioning of the thyroid gland which reg-

ulates the rate of energy output," according to Dr. Ralph Guarrant, biological chemist at Kansas State College.

Vitamins:


Vitamin A helps keep the eyes, skin and mucous membranes throughout the body healthy. When these linings are healthy, they raise the resistance to colds and other infections. For night playing, this vitamin is especially important because of the constant adjustments to lights and shadows. The chief source are green and yellow foods, liver and liver oils.

Vitamin B family: This is the pep group and is especially important to the athlete. The B vitamins help build endurance, wind, muscle co-

ordination, good nerves, alertness, and good memory. Also, they have much to do with good appetites, digestion and elimination, and are necessary to the proper use of foods by the body.

Persons who eat many sweet or other high carbohydrate foods should be sure also to include high Vitamin B foods in their diets. Seeds and foods that grow from seeds are excellent sources, as are pork and liver. Because lean pork is one of the chief sources of the B vitamins, it is used, except the day of a game when fats and greasy foods are practically eliminated.

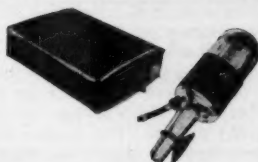
Vitamin C, or Ascorbic Acid acts to hold the body cells together. It (Concluded on page 42)



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THE LEAD!**

Sloughing Team Defense

(Continued from page 5)

only maneuver partially toward the middle to slow him down until X-2 recovers his position.

X-3 can also accomplish his purpose by faking a switch or attacking the ball. The particular option can be decided by the scouting reports on 3's movements.

X-3's most important problem is whether or not X-2 can recover and handle 2 without full sloughing help. If he cannot, then X-3 must switch and stop 2 from driving through. The switch must be made far enough from the basket to reduce 2's jump-shot effectiveness to a minimum.

As a rule, 3 will play into the hands of this sloughing pattern by cutting around 2 or remaining still. When 3 cuts around 2, X-3 comes into natural position to switch or slow 2 down enough for X-2 to recover his normal defensive position. When 3 holds still, he gives X-3 the opportunity to harass 2 until X-2 recovers, and to then drop back to his natural position on 3.

When X-3 switches, X-4 must compensate by moving closer to 3 in readiness to help if 2 passes to 3. We often find 4 coming out toward 3. This makes it easier for X-4 to help on 3 without giving up his position on 4, and also makes it possible for X-3 to recover to normal position.

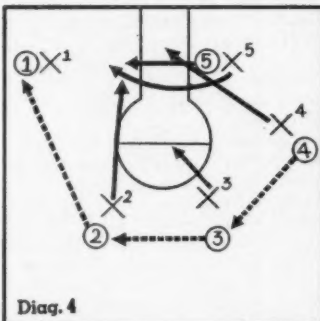
X-1, in this situation, sloughs toward the middle and is ready to jump in front of post-man 5 in any situation wherein X-5 switches. This switch occurs only if X-3 is late in switching and stopping 2.

Teams using the pass-around-the-horn pattern and concentrating on the pivot man are a set-up for the sloughing defense. The weaker the shooting and the lesser the move-

ment of the outside men, the more effective will be the defense.

Let's assume that 4 has the ball (Diag. 3). X-4 balances toward the outside with his left leg up and right leg back, forcing 4 toward X-3. X-1, X-2, and X-3 assume sloughing positions to afford maximum help without endangering their responsibility to stop any set shot or lose sight of any man changing direction toward the hoop. X-5 must develop a front position, since 5 is about eight feet out.

When 4 passes to 3, X-4 sloughs off, X-3 comes up on 3 with short steps on the outside, encouraging 3 to drive toward 2. X-2 and X-1 draw closer to their men, while X-5 moves in front of 5.



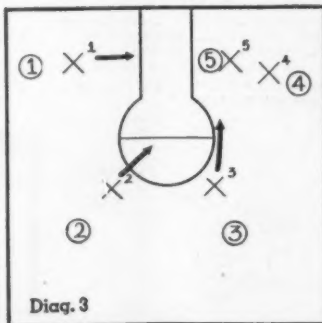
Diag. 4

Within this offensive pattern are two common possibilities which are important to defend against. First is the situation in which 4 tries to lob a pass over X-5's head. (This may be visualized by referring to Diag. 3.)

Whenever 4 gets the ball, it's X-1's responsibility to make X-5 aware that he's in position to attack a lob pass. When this eventuality occurs, X-2 comes back in and temporarily takes 1 and 2. X-3 then backs in to help on 2 and 3, which means that X-2 and X-3 are taking three men with concentration on the man closest to the basket.

The second situation occurs when the offense passes the ball from 4 around the horn to 1 while 5 obtains position on X-5 by crossing the lane. Once across the lane, he's in ideal position for a feed pass from 1.

The offense sets up as shown in Diag. 4, with 5 developing position eight feet out and allowing X-5 to maneuver in front of him. As the



Diag. 3

ball is passed around the horn, X-5 will try to circle around the pivot. The pivot, realizing this, can make it very tough for X-5 by extending his left leg and projecting his body out (away from the basket).

It then becomes very simple for 5 to cut across the lane and receive the ball underneath from 1. X-5 can hardly get around him without fouling, much less stop the ensuing shot.

The defensive counter, as shown, is as follows: X-5 must not fight 5's position but should run as fast as he can to a position in front of 5, while X-1 rushes 1's pass.

X-2 sloughs off to the extreme in attacking the pass to 5, with X-3 moving over and helping on 2. X-4 sloughs in helping on 3 and attacking any lob pass over X-5's head. He switches to 5 if 1 gets the ball to him.

X-4 must then stop him from getting off a possible jump shot. He can't leave him until the ball is passed out and X-5 has recovered his normal position. X-3 is alert for any pass thrown out. He's in good position to attack 2, 3, or 4, and the other switches must be made accordingly.

Before leaving the sloughing defenses, a word may be in order about weaving offenses. Against a team that constantly weaves, we make an exception to the rule about forcing the offense toward the middle. Instead, we pull our defense out, temporarily forcing the offense to the outside and thus disrupting their set type of play.

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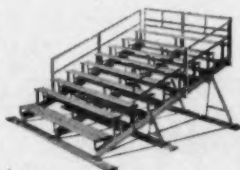
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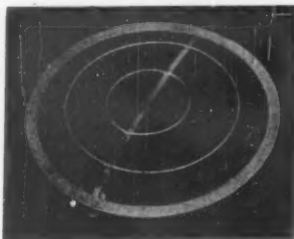
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Food Suggestions

(Continued from page 39)

keeps the gums in good condition and is an aid to muscles, bones and teeth. It is very easily destroyed by heat and oxidation. Recent experiments indicate Vitamin C offers protection in times of stress and strain. The citrus fruits, tomatoes, raw cabbage are the chief sources of C, while all raw fruits and vegetables are good sources.

Vitamin D is known as the "sun-shine" vitamin, for when the sun shines directly on the skin, Vitamin D is formed in the body. Since the D vitamin can be stored, the surplus acquired by many throughout the summer may last for several months.

It is also known as the calcification vitamin, since it works with calcium and phosphorus in forming and maintaining strong bones and teeth. Foods cannot be depended upon for this vitamin; hence individuals are encouraged to spend some time each day in the sunshine or take some source of Vitamin D as one of the fish liver oils.

Special Note: Individuals differ somewhat in their absorption, use, and response to food. The athlete should eat nothing he feels might bother him, as there is a psychological as well as physiological response to food.

A liking for a truly important food should be developed by starting with a very small amount and increasing the amount very gradually in succeeding meals.

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Diving the Trampoline Way

(Continued from page 25)

gy must be expended in shivering and trying to keep warm. On the trampoline, the diver works under constant and comfortable indoor conditions, and he can devote all his attention and energy to the work-out.

Probably the greatest deterrent to progress in diving is fear of hitting the springboard. In dives such as the gainers, cutaways, and back dives, where the board cannot be seen, this fear element is nearly always present and practically every beginner will tend to tilt his body excessively when he springs, instead of springing with a straight bounce and no lean.

On the tramp, however, the diver can concentrate wholly on proper technique, thanks to the large landing surface and the assurance derived from the spotting belt.

The number of dives that can be learned wholly or in part is practically unlimited. Though only non-twisting dives can be attempted with the usual spotting belt, the use of a special type of twisting belt permits the teaching of the twisting dives as well.

This device, readily purchasable, is made up of two concentric metal rings, the outer ring being attached to the spotting ropes and the inner ring being hooked to a belt fastened around the diver's waist. Ball-bearings between the metal rings enable the diver to do twisting somersaults in the inner ring, while the outer ring is being held stationary by the spotting ropes.

When learning somersaults, it's advisable to attempt only single and

double revolutions. Extra turns produce added strain on both the spotter and the diver. Once the correct techniques are learned, it's simple to add another half sommy on the springboard later on.

The results of this training course have been truly astounding. The all-conclusive proof was supplied by the San Joaquin-Sacramento sectional swimming championships last spring. Though all the Lodi divers had been

diving for only three months, they managed to beat out boys with two or three years experience.

In the "A" division, the three Lodi divers placed second, third and fourth. (The boy who took first was the Far Western Junior diving champion.) In the "B" division, Lodi placed first, third, and fifth.

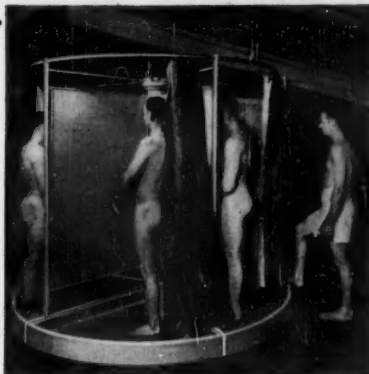
In closing, it might be advisable to add that once the diver learns the proper fundamentals on the trampoline, he's taken off the apparatus and told to concentrate wholly on actual diving. If he develops a bad habit later on, he's taken back to the tramp until the fault is corrected.

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ILLUSTRIOUS is just the word for Chuck Lucchesi's background. At the U. of California, he dove for the varsity for three years and was a four-year letter winner on the gym team. He finished second in the 1948 NCAA trampoline championship and placed third in '49. He also copped the Pacific Coast Conference tumbling and trampoline title for two years (1947-48), and took a third in the 1949 NCAA tumbling championship. After graduation, he stayed on as a diving and trampoline instructor, then departed for Lodi H. S. to teach swimming, diving, and trampolining. After two hugely successful years, he returned (the past fall) to the U. of California.

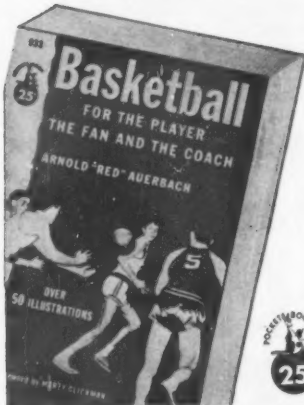
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New Books on the Sport Shelf

- **BASKETBALL.** By Red Auerbach. Pp. 203. Illustrated—drawings. New York: Pocket Books. 25¢.

HERE'S that dream basketball buy—a complete coaching text written by an outstanding coach, priced at only 25¢! Only Pocket Books, with its enormous distribution, could offer such a bargain.

And what a bargain it is. *Basketball* isn't a reprint or a hastily put-together jumble of semi-technical instruction. It's a detailed, creative piece of writing by one of America's greatest coaches—Red Auerbach, the mastermind of the famous pro Boston Celtics.

Red covers every phase of the game, just the way he teaches it. A profound student of basketball, he's developed a lot of strictly original theories which he projects clearly and convincingly.

He covers his subject in 12 chapters, namely: Preparing to make a team, fundamentals, how to get possession of the ball, the jump ball, how to play the pivot, offensive systems (control play, fast break, firehouse, give and go, figure 8, pivot, attack against zone, set shot, and special), the foul shot, freezing the ball, defense, substitutions and time out, individual and team strategy, and coaching suggestions.

This is a large order, but Red does full justice by it. All of the material is presented simply, clearly, and fully. It's a real coaching book, which every coach and player can use to wonderful advantage.

- **MY KIND OF FOOTBALL.** By Steve Owen. (Edited by Joe King.) Pp. 245. Illustrated—diagrams. New York: David McKay Co., Inc. \$3.

STOUT Steve Owen is unquestionably one of the truly great coaches of this or any other era. He's a "coach's coach"—a bedrock fundamentalist, sound as the American dollar.

His teams block and tackle with the best, and his A formation is famous the grid world over. But, whether attacking from the A or T, the Giants always play sound, solid football. And on defense, Owen has no master.

Having grown up with the pro game, Steve knows all the answers. He's seen them all—Thorpe, Nevers, Grange, Nagurski, Hubbard, Baugh, Strong, and all the other immortals. Some he's played against. Others he's coached. And the rest he's plotted and planned against.

This is the story of his experiences. All of it is enormously readable, particularly for coaches. Being a man's man and a coach's coach, Steve eschews the frills and fancy. His prose

is right off the gridiron—clean, hard, and exciting.

All of his many anecdotes about the fabulous players and teams have a point to them. They're not merely warmed-over gags. All of them are concerned with the playing of the game—offensively, defensively, or strategically.

Now and then, Steve stops his narration to delve squarely into the mechanics of the game. He believes that fundamentally every team operates with just 6 to 10 basic plays. All the rest are variations. In fact, the most brilliant set of plays won't mean a thing (he declares) if a team cannot gain off-tackle. This is the essential bread-and-butter play. A team's success depends on these basic plays plus two defenses which can be varied at will.

That's his theory and he enlarges upon it with diagrams and terse analyses. Though not strictly a technical coaching text, it's a book just right for the coach who likes his football straight and powerful.

- **WORKBOOK FOR PHYSICAL EDUCATION** (Third Edition). By Mae Iddins. Pp. 162. Illustrated—drawings and diagrams. St. Louis: The C. V. Mosby Co. \$2.75.

AN excellent text for both physical ed students and teachers, this book offers good concise analyses of more than 50 popular girls' activities. In each instance, the equipment, play, and skills are tersely presented, and complemented with a page of excellent review questions.

Originally published in 1941, this third revision can be unreservedly recommended to everyone connected with girls' physical ed or recreational programs.

- **TECHNIQUES OF ATHLETIC TRAINING.** By Gene A. Logan and Roland F. Logan. Pp. 140. Illustrated—drawings. Los Angeles: Franklin-Adams Press.

THE well-known brother act of Logan and Logan, trainers de luxe, have come up with a real practical manual on training techniques. Designed for coach, trainer, and physical education instructor, the book touches every base.

It starts with an analysis of the skeleton and major muscle groups, proceeds to first aid, and then really launches into the guts of the book—injury emergencies and their treatment.

All the common injuries to every part of the body are covered. In each instance, the particular part is first shown and described, and then the common injuries are explained and the treatment for them given. Each

bandaging or strapping is shown step by step, clearly and simply.

The authors make extensive use of illustrations. Exactly 416 clear drawings are employed to cover the subject matter. The text and the illustrations go hand in hand—an arrangement which makes for remarkable clarity and practicality.

Besides covering all the common injuries, the book touches on massage, conditioning exercises, the make-up of a training room, and certain techniques which cannot be illustrated graphically.

The book is 11" by 8½", soft-covered, and contains a barn-ful of solid, practical, easy-to-grasp training aids.

- **HOW TO PLAY BASKETBALL.** By Hank Iba. Pp. 32. Illustrated—photos and diagrams. Chicago: The Quaker Oats Co. Free.

SPECIFICALLY designed for young players, this superb little book is chockful of playing hints on every phase of the game—passing, shooting, individual offense and defense, team offense and defense, zone defense, practice drills, special plays, and conditioning.

Hank Iba has done an excellent job of simply and soundly projecting the analyses, and the motion picture sequences which demonstrate the skills cannot be beaten for clarity and usefulness.

Coaches and gym class instructors should waste no time getting in a supply for their squads. The book can be read with great benefit by any player on any level of competition. For your free copies, check "Quaker Oats" in the Master Coupon on the last page.

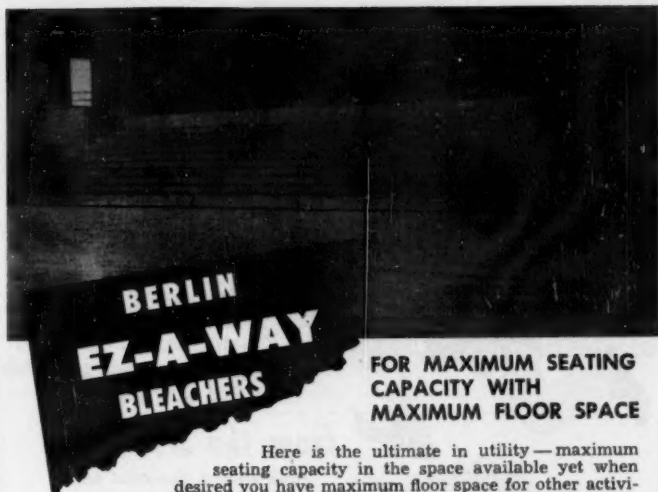
- **13 BASIC BASKETBALL SHOTS.** By Howard Hobson. Pp. 26. Illustrated—photos. New Haven, Conn.: The Seamless Rubber Co. 50¢; free to coaches.

COACHES interested in improving their team's shooting will find this book an exceptionally helpful device with which to brush up on the mechanics of every shot in the game. All of them are illustrated with progressive action sequences and described clearly and fully by Yale's famous coach, Howard Hobson.

Howard divides the court into three shooting areas—short (a radius of 12 feet from the basket), medium (extending from 12 to 24 feet from the hoop), and long (from 24 feet out as far as the player can shoot). He then presents the shots to use in each of the areas.

In the short area, he covers the right and left hand layups, the over the rim shot, and the cross-step shot. In the medium area, he describes the

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running one hander, the one hand set, the right hand fake and pivot shot, the left hand pivot shot, the jump shot, overhead set shot, right hand hook, and free throw. In the long area, he offers the two hand set.

The photos are large and clear, and the analyses are everything you can ask for. Coaches may obtain a free copy by writing to the Athletic Department, The Seamless Rubber Co., New Haven, Conn.

• **PLAY BETTER FOOTBALL (Soccer).** By Bernard Joy. Pp. 144. Illustrated. New York: Soccer Associates. \$1.75.

WRITTEN by the former Arsenal and England Amateur center half, this book attempts to show how the changing style of soccer is affecting both the pattern of play and each individual position.

Joy interestingly observes that the modern accent on attack stems from the fact that you can't stress defense without stifling your own offense. He reports that the pro clubs found that "In concentrating on stopping others from scoring, they almost invariably prevented themselves from doing so."

The book covers every phase of the game with such interesting sub-titles as: The Way to Go for Goals, The Changing Styles in Football, Dribbling Is a Dying Art, Possession Is Nine Points of the Law, Balance Is the Secret of Good Kicking, and many others.

It is well-illustrated with many graphic hints on kicking, passing, heading, dribbling and training.

• **PHYSICAL EDUCATION: An Interpretation for Superintendents, Supervisors, Principals, Directors of Physical Education, Teachers, and Parents.** Pp. 16. Washington, D. C.: American Assn. for Health, Phys. Ed., and Rec. 50¢.

THIS booklet offers a brief description of a desirable physical ed program directed to those who will use it most. A joint project of the AAHPER and the Society of State Directors of HPER, it outlines a basic program to meet the needs of children, youth, and adults both in peacetime and times of emergency.

• **DEMOCRATIC LEADERSHIP IN PHYSICAL EDUCATION.** By Maud L. Knapp and Frances Todd. Pp. 50. Millbrae, Cal.: The National Press. \$1.25.

THIS timely handbook for students of physical ed outlines four general objectives—neuromuscular skill, socio-emotional, health, and intellectual—and suggests methods of achieving these objectives from primary through college levels, with emphasis on intermediate and high school grades.

Tenets of democracy are listed, with their elements suggesting uniqueness of individual, responsibility for action, belief in cooperative action, and awareness of democratic principle. Sixty-two examples of specific methods in democratic procedure are given.

New Wrestling Film

- **WRESTLING FUNDAMENTALS AND TECHNIQUES.** Produced by the Audio-Visual Education Center, U. of Michigan, in collaboration with Clifford P. Keen and Robert Betzig. 16-mm., sound, black and white, 3 reels. Purchase and rental prices below.

THIS is definitely one of the finest technical sports films ever produced. It does a flawless job of demonstrating and explaining the fundamentals and techniques of wrestling. Each skill is demonstrated perfectly. The commentary is detailed and crystal-clear. The photography is top-grade. In short, it's the answer to a wrestling coach's dream.

The team of Keen and Betzig (head coach and assistant coach, respectively, at the U. of Michigan) rate a bouquet for this beautiful job.

They've organized all the skills in masterful fashion. Part I is on Takedowns and Counters, Part II on Escapes and Reversals, and Part III on Rides and Pin Holds.

Each film begins with the simplest maneuver and then proceeds systematically to the more difficult stunts. What's more, each hold is shown in regular action and then in slow motion—an excellent teaching device.

The narration is carefully cued and clearly details the key features of every hold. The counters to each stunt are included as an integral part of the sequence.

The films may be used individually or in series, and may be either purchased or rented. Following is the basic information on each:

Takedowns and Counters, 12 minutes, \$40 purchase, \$2.25 rental.

Escapes and Reversals (same as above).

Rides and Pin Holds, 25 minutes, \$80 purchase, \$4.25 rental.

All three reels may be purchased at a special series price of \$1.50. A teacher's guide comes with each film. The films are unreservedly recommended for all high school and college (varsity or physical education) programs.

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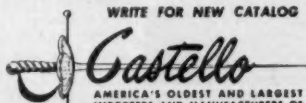
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Here are the revolutionary Caterpillar tread soles that give your "Fives" extra speed, real sure-footedness for fast games, quick stops, starts, turns.

See those little rubber "bricks"? Each clings and grips separately, moves independently for extreme firmness. Lots of other champ features, too—see below.

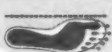


KEDS ARE GOOD FOR YOUR FEET
*Aerated
Sponge Cushion*
protects, supports and comfortizes
at 3 Shock Points

1. Sensitive arch gets "lift" and go with each step.

2. The instep arch is cradled and braced in action.

3. Cushioned heel melts away shocks and bumps.



Foot-Conforming Last
lets toes lie straight,
and free, for action

U.S. Keds®

The Shoes of Champions—They Wash



Double heel cushion,
to prevent painful bruises.
Extra protection at arch.

White, Black, Blue, Red, Gold.
Team color laces also available.

Pull-up side stays with
extra reinforcing piece.

New, special rubber compound
with extra cling, toughness.

Uppers are lightweight,
loose lined, have breathe holes.

Black action tread soles
grip in all directions.

Pivot pad is extra large,
flat for speed-turns.

Tempered toe bumper
for extra wear.



UNITED STATES RUBBER COMPANY

ROCKEFELLER CENTER, NEW YORK

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At the end of each sports season, when you entrust your reconditioning problems to THE IVORY SYSTEM, you are making a sound investment in the future.

You are assuring longer life expectancy for your equipment by depending on the most reliable, most experienced, and most expert reconditioner in the world.

You are also buying security against every possibility of loss or damage, through the IVORY SYSTEM'S program of complete insurance protection.

STAY WITH IVORY...and be Sure

